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ABSTRACT

This final administrative report describing seven language-related programs in the Foreign Language Innovative Curricula Studies (FLICS) project includes program description and objectives, evaluation reports, testing materials, and program costs. A Bilingual Curriculum Development Program was to develop materials in the teaching of standard English as a second language to language handicapped kindergarten children. The Learning Laboratory Program features automated learning carrels using flexible audio and visual equipment for study of language and other related materials. An Associated Staff Training Program is designed to train school personnel in the discovery and solution of instructional problems. Language programs include Humanities in French, Spanish-American Language and Culture, Polish Language and Heritage, and Dutch Language and Heritage. (RL)

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END OF GRANT PERIOD REPORT
for the
FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

Title III, ESEA
Grant Number
OEG 3-7-704431 (056)
1968-1969

submitted by

ANN ARBOR BOARD OF EDUCATION
1220 Wells Street
ANN ARBOR, MICHIGAN 48104

FL 001 490

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*This is the FLICS project final administrative report. One or more curriculum documents for each program area are available from the Foreign Language Consultant, Michigan Department of Education, Lansing, Michigan.

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Costs for Budget Period, 1968-1969.

7. List costs for budget period (June 21, 1968 - June 20, 1969.)

$ 554,199	Total Cost.
$ 5,000	Total non-Federal support.
$ 399,199	Total Federal support under Title III, P.L. 89-10.
$ 150,000	Total Federal support other than Title III, P.L. 89-10.

Administration

James McClafferty	Project Director
Alice Ahearne	Field Coordinator
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George Huszczo	Administrative Assistant

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

Summary Report

A state-wide Title III, ESEA project sponsored by the Ann Arbor Board of Education and aided by the Center for Research on Language and Language Behavior, University of Michigan, USOE 3-7-704431 (056).

For information write:
Foreign Language Consultant
Curriculum Division
Michigan Department of Education
Lansing, Michigan

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A project is people . . .

The Foreign Language Innovative Curricula Studies (FLICS) was a three-year curriculum development project sponsored by Title III of the Elementary and Secondary Education Act. It began at a state-wide curriculum meeting held at Boyne Mountain, Michigan, in October of 1965. In examining the various titles of the act, the Foreign Language Curriculum Committee of the State Department of Education decided that the thrust of E.S.E.A. Title III seemed to be the most relevant to the objectives of foreign language teaching. At that time the emphasis of Title III was upon innovative and exemplary programs which could be used to develop and demonstrate curriculum constructs most needed in various areas of the total school curriculum. With this in mind the Foreign Language Curriculum Committee defined four problem areas:

1. The larger number of children entering Michigan schools speaking a language other than English which was being lost through lack of use. Tangential to this was the problem of the child's lack of English skills, which caused difficulties for him in his normal progress through school.
2. The emerging impact of hardware upon the foreign Language classroom without appropriate software to result in effective teaching.
3. The need to insure that once an innovative program is created, the atmosphere and resources within a school system are conducive to the maintenance of such change.
4. The lack of appropriate materials and approaches available in advanced language courses and the need for a humanities approach in this area.

From October of 1965 until February of 1966 many people were instrumental in the writing of a project that would deal with the identified needs. Invaluable assistance was given by Dr. Harlan Lane and Dr. Robert Tarte of the Center for Research on Language and Language Behavior at the University of Michigan in Ann Arbor. The State Foreign Language Consultant, Mrs. Barbara Ort, encouraged and contributed to the efforts in this developmental endeavor. Mr. James McClafferty, the Director of Foreign Language Student Teaching at Wayne State University was the central figure in the development and finalization of this project. Other members of the curriculum committee, particularly Mr. Bryce Forester of the Lansing Public Schools helped develop ideas for the organization of the project.

The project was submitted in February of 1966 and funded in June of that year through the Ann Arbor Public Schools. At that time Mr. McClafferty became overall Project Director, and four program directors were appointed. Mr. Donald Dugas of the University of Michigan assumed the responsibility for the Bilingual Curriculum Development Program, Mr. Harry Regenstreif was appointed as Director of the Learning Laboratory Program, Dr. George Geis of the University of Michigan became the Director of the Associated Staff Training Program, and Mr. George Eddington, of the Grosse Pointe Public Schools, became the Director of the Humanities-in-French Program. Later that year, Mr. Richard Benjamin of the University of Michigan was appointed as Director of Evaluation. In the summer of 1967, Mr. Ralph Robinett of Dade County Public Schools, Florida assumed the responsibility for the Bilingual Curriculum Development Program and focused the program in the direction of creating materials for students speaking either Spanish or non-standard English at the kindergarten level.

The Foreign Language Curriculum Committee was utilized as an advisory council and their interest and counsel was of immeasureable help. Support and interest was expressed from the beginning of the planning of the project by Miss Marilyn Jean Kelly, former French teacher and presently a re-elected member of the State Board of Education. Dr. Ira Polley, Superintendent of Public Instruction, was advised of the development of the project and has continually expressed interest in it. Mr. Don Goodson, Coordinator, E.S.E.A. Title III, was most helpful during the planning and developmental stage. His counsel and advice throughout the project contributed to the success of the endeavor.

With ideas...

The ideas which involved people in the project and moved many to contribute so much time and effort are best described by the programs that the ideas resulted in. Descriptions of the four main FLICS programs follow.

The purpose of the Bilingual Curriculum Development Program was to develop materials needed to enable the linguistically disadvantaged kindergarten child to learn standard English as a second language or as a second dialect. New findings in linguistics, especially recent dialect studies, and in the conceptual development of young children, have been used to develop oral language materials to teach standard English as a second dialect. Children in rural and urban settings who speak non-standard dialects need teachers and materials to help them develop the language skills which ensure successful entry into the mainstream curriculum.

A number of procedures have been used to develop the more than forty bilingual and bidialectal programs now in operation in Michigan. Consultant services, supervision of curriculum writing teams, and teacher workshops from pre-school through secondary level have been extensively used. Hundreds of teachers have been trained and thousands of minority group children, Mexican-American, Negro and white, residents and migrants, are being helped to acquire the dialect of instruction.

The Learning Laboratory Program aimed at demonstrating that new materials in an individual study carrel can provide teachers a functional means of helping students achieve new instructional goals. Four major activities in the program have been the development of (1) an automated learning carrel,(2) two-year individual study junior high and high school programs in French and Spanish art, music and social studies, (3) non-foreign language instructional programs to be used in the carrels and (4) a demonstration center for equipment, furniture, the new instructional software and a foreign language professional materials collection, in cooperation with the Center for Research on Language and Language Behavior.

The learning carrels contain a flexible configuration of audio and visual equipment. They are located in non-classroom areas and used during study-hall, lunch, outside of regular class hours and perhaps even on Saturday. Used as a cultural adjunct to learning, the new foreign language materials, each a two-year mini-course, consist of short episodes on slides, tapes or films surveying the range of of French and Spanish art, music and history. Non-foreign language materials are also adapted for individual study in various audio-visual formats.

The Associated Staff Training Program has developed a curriculum which trains school personnel to state and solve instructional problems. This curriculum adds to and enhances the skills required to deal with recurrent problems such as maintaining classroom discipline, improving students' study habits and developing effective teaching and testing materials.

From the outset AST has been in continuing contact with school personnel in order to tailor the curriculum to their needs, and to test the effectiveness of each piece of teaching material as it was developed.

The materials included in the curriculum are primarily self-instructional so that a person interested in the program can work through a unit or several units on his own. The curriculum consists of three courses. Described below in some detail, each represents skill areas important in the maintenance or generation of solutions to school problems.

Defining the Goal

The first step in achieving a classroom goal is to state it clearly. This course teaches how to do that in interviews with teachers. The component skills of this course are: List all concerns, set priorities, describe both goal and present situation in measureable terms, and agree upon a plan to measure progress toward the goal.

Judging Student Progress

The second course teaches how to measure progress toward any goal. The component skills are: state behaviors that comprise an objective, devise measurement strategies, construct measures which maximize feedback to students and teachers, evaluate trial solutions, and estimate the generalizability of successful solutions.

Achieving Goals

Part One: Changing Student Behavior

Several general means to reach classroom goals are taught in this part of Course Three. They consist of recognizing and applying the following principles of behavior in classroom situations: reinforcement, extinction, discrimination and shaping. These principles are used to achieve a wide range of goals concerned with motivation, discipline and instruction.

Part Two: Managing Instruction

A set of specific means to reach classroom goals are taught in this part of Course Three. These include sequencing instruction, testing only what is taught, designing classroom activities and constructing feedback to insure persistence in spite of delays in reaching goals.

The Humanities-in-French program in concert with cooperating schools, consultants and Michigan teachers has realized two versions of a Humanities-in-French curriculum. Selection of course unit topics has been based on the interests of students and the advice of many widely respected consultants. The one-year and two-year courses remain somewhat open-ended since the subject of humanities and the culture of a people is vast indeed. The resulting flexibility will encourage each teacher to use new materials to improve his own course to the limits of the educational resources available.

The cognitive goals of the new programs are the perfection of the target language skills, knowledge of humanistic achievements as well as significant features of the country in question. These include geographic and socio-economic attributes, contemporary values and behavior patterns. New cultural tests in French using written and audio-visual items, have been developed to measure progress toward the new goals.

Examples of the content are advanced units, in French, on values, technology, an area study of French-speaking West Africa and one of French Canada. The teaching materials provide integration of language skill development with the cultural content of each lesson. Many new instructional materials based on the art, music, and way of life of French speaking areas of the world have been developed.

The new courses are to be used at levels III and IV, ususally the third and fourth years of high school.

Learning...

One would hope that many lessons learned during the implementation of a project of the magnitude and duration of FLICS could be summarized and passed along, to lighten the burden of future project personnel. Unfortunately this is impossible. Different people learned different things. Indeed, the entire venture could be viewed quite successfully as a staff development exercise. Graduate students shifted their vocational focus to education. Teachers, given time away from the demands of the classroom, gained insights and skills that would have taken many years to acquire in the classroom. Administrators learned and relearned the lesson that curriculum development is the development of people. These lessons really deserve more than the subjective recognition given here. One of the most important products of FLICS is the task force of trained and experienced curriculum development personnel that will be contributing to the field of education for years to come.

Since a high quality instructional product seems to have the same chance of being adopted as a low quality program, great attention must be paid to the implementation of a program. Careful introduction of a program, coupled with systematic follow-up and field work, can make a great deal of difference in its success.

Dissemination too is critical. In a curriculum development activity such as FLICS, it includes making an adequate number of copies of materials as well as printing and distributing detailed brochures describing the programs. However, the main dissemination tasks we set ourselves were - development of demonstration classes convenient for observation by any teacher in Michigan, training of teachers in the use of new instructional materials, and bringing the new language programs to the attention of the professional audience. These goals were attained in varying measure by cooperation with the schools listed below, by the conduct of dozens of teacher training workshops, and by describing the work at state and national conferences and in journals. As a consequence, thousands of mimeographed curriculum documents were distributed to interested educators. The continuing school demonstration programs are in Ann Arbor, Lansing, Grosse Pointe, Pontiac, Traverse City, Sault Ste. Marie, and Marquette. Many other schools in and out of Michigan have adapted FLICS programs to their own needs.

Evaluation is useful. Teachers and administrators are increasing their abilities to ask important questions about a new program. Is it appropriate? Does it work? What does it lead to? Careful and well documented answers to these questions must be given if most school systems are to give the support needed for an effective and lasting change to take place. This is difficult during the initial phases of a project. However, involving teachers in preliminary data gathering to establish priorities goes a long way toward demonstrating to them that an as yet untested program at least is focusing on important needs.

Producing...

During the three years of its existence, FLICS project personnel have produced materials for the following purposes:

1. to improve oral language proficiency in English of Spanish speaking children, of inner-city children and of the culturally disadvantaged rural group.
2 to develop literacy in Spanish in Spanish speaking children and to acquaint them with the culture from which they have come.
3. to acquaint children of various ethnic backgrounds with the culture and language of their forefathers, and to help them develop concepts of culture and reduce possible ethno-centrism.
4. to acquaint non-ethnic background American children with another language and culture in order to reduce ethnocentrism.and to provide standards of cultural comparison.
5. to provide individual study programs in art, music and social studies as a cultural adjunct to foreign language learning.
6. to provide individual study programs for carrel use, in non-foreign language areas, such as home economics, electronics, woodshop, conservation, etc.
7. to train adults in analysis and solution of instructional problems.

All of the programs described below, evaluation reports, and evaluation instruments, are available from the Foreign

Language Consultant, Curriculum Division, Michigan Department of Education, Lansing, Michigan, 48902.

Preschool

Oral language materials in English and Spanish, in the form of a teacher's manual and eight weeks of lessons based on the linguistic and conceptual needs of four year old Spanish-speaking children of migrants, A Bilingual Oral Language and Conceptual Development Program for Spanish Speaking Pre-School Children.

These materials, developed in cooperation with the Michigan Department of Education, were used in the Migrant Centers throughout the State during the summer of 1968. A testing program was carried on during this period, and it was found that at the end of eight weeks the children were using English structures and vocabulary in a very acceptable way. The materials have been revised and they are now ready for distribution.

Kindergarten

For this age level there is the oral language curriculum for the teaching of English to Speakers of Other Languages (ESOL) and Standard English as a Second Dialect, (SESD). The student group for whom the materials are designed is made up of Spanish speaking children primarily, although we have found them to be effective as a model with other linguistically handicapped children, such as inner-city blacks and whites, as well as culturally disadvantaged rural children.

For this age group also is the SSSD program, Standard Spanish as a Second Dialect, the Spanish counterpart of the kindergarten ESOL materials, using the same format. The target child is the native speaker of non-standard Spanish.

Primary Bloc

The Interdisciplinary Oral Language Program developed in cooperation with the Michigan Department of Education, is designed for use with migrant children in this age group. It is similar to the Preschool and Kindergarten Oral Language Programs, giving the child practice with linguistic and conceptual features needed to succeed in a standard school setting. Enough lessons for one year at the Primary One level will be available by September 1969.

The Learning Laboratory offers an elementary reading study program designed for the primary child. This is a developmental program to be used in conjunction with the Fernall kinesthetic approach to reading and writing.

The Cassette Take-Home Program, also of the Learning Laboratory, using social studies tapes can be used with third and fourth graders.

Upper Elementary

The Learning Laboratory offers the following self-study programs at this level:

French Explorers in Michigan

Great Lakes

Cassette Take-Home Program

Elementary Music

Junior High

Learning Laboratory programs at this level include:

Woodshop

Upper Peninsula History

Mathematical Games

French and Spanish mini-courses in art, music and social studies

A Hispano-American Language and Culture Curriculum (HALC) is designed to develop literacy in Spanish speaking students, and to acquaint them with the culture from which they have come. The cultural content for a two-year curriculum, a sequential outline of nonsyntactical patterns, and a model unit completely worked out which shows the integration and relationship of all facets of the program have been completed. The curriculum will be finished through Title VII, ESEA support.

Senior High School

On this level the Learning Laboratory offers the following programs:

Waitress Training

Business Education

Conservation

French and Spanish Mini-Courses in art, music, and social studies

The Humanities-in-French curriculum exists in two forms, namely, a one year version for fourth year students, and a two-year version designed for use during the third and fourth years. A most valuable addition to the curriculum, the Teacher's Manual, is now complete. It contains information on the teaching of all areas in the humanities, program outlines, pre and post-testing, audio-visuals and their sources, background readings for teachers and students, suggested activities and unit examinations.

The Polish Language and Heritage Curriculum is designed as a course outline that can be used by those wanting a semester, year, or two year program in Polish Humanities, or by those wanting a one or two week unit of social studies. This curriculum consists of six units of written materials and approximately 450 slides with taped commentaries in both Polish and English to accompany the text. A study guide for students and teachers is also included.

On the high school level also is the Dutch Language and Heritage Curriculum outline which closely resembles the Polish program in both format and purpose. It consists of a thematic bibliography of books, magazines, films and slides, especially suited to the interests of high school students, with concise overviews of the major areas of Dutch culture.

Teacher Training

The Learning Laboratory self-study programs can be used for in-service teacher training, particularly the French and Spanish art, music and social studies Mini-Course..

The Associated Staff Training curriculum is designed to meet the needs of schools attempting to solve instructional problems. The materials are primarily self-instructional. They are divided into three areas, each of which represents skills important in the maintenance or generation of solution to school problems. The areas are: Defining the Goal, Judging Student Progress, and Achieving Goals. A Course Manual of explanations and instructions for the student completes the curriculum.

Bibliographic Outline for the Teacher of the Linguistically Disadvantaged Child, (141 pp., annotated).

And growing.

The future holds great promise for the FLICS programs even without Title III funds. In some cases the programs will continue to be used as they are. Arrangements have been made for their continued dissemination through the Michigan Department of Education. In many cases programs will be extensively revised and adapted for new populations. It is clear that the programs will continue to have a substantial impact on education in Michigan and other states.

The Bilingual Curriculum Development Program has attracted widespread support for both kindergarten programs it produced and for extensive continuation of the programs, downward for younger preschool children and upward for linguistically handicapped primary bloc children. Teacher training seems to have been the key. Workshops designed to focus on linguistic interference have demonstrated to teachers that language problems can be anticipated and dealt with systematically. They then see the need for the careful linguistic and conceptual sequencing that characterizes the programs at these three levels. Continued development of these materials for the entire primary bloc will probably be supported by the Michigan Department of Education Migrant Program.

At the junior high level, the Hispano-American Language and Culture program will be modified and extended as it is used in the Lansing Public Schools Bilingual Program planned to begin in June, 1969.

The Humanities-in-French curriculum will be widely disseminated during the summer of 1969 through a summer institute and a follow-up year. The institute will be sponsored by the Humanities Teaching Institute and the Department of Romance Languages of Michigan State University with a grant from the U.S. Office of Education as authorized under the Education Professions Development Act. Teachers attending the institute will, hopefully, use a version of the Humanities-in-French curriculum during the 1969-1970 school year.

These extensions of the FLICS programs underline the fact that the three year Title III project was really the beginning. It resulted in programs, and more significantly people who are still growing, and producing and learning.

Bilingual Curriculum Development

Ralph Robinett	Director
Jesse Soriano	Field Coordinator
Alma Petrini	English Curriculum Writer
Roberta Steinbach	English Curriculum Coordinator
Cecilia Wilson	Spanish Curriculum Writer
Carmen Maley	Spanish Curriculum Writer

1. Objectives

a. A primary objective is that of revision and further development of the English oral language material for kindergarten children (see Appendix A).

b. A secondary but nevertheless important objective is to do similar revision of the Spanish oral language materials for primary one.

c. Bilingual Curriculum Development staff will identify additional populations and initiate programs in Michigan communities with significant numbers of language-handicapped children.

d. With regard to the need for resources in teaching English to Speakers of Other Languages and Standard English as a Second Dialect, and language arts expertise in Michigan, our staff will seek out and respond to the needs of persons concerned with educating language-handicapped children.

e. Our field coordinators will meet the need to encourage locally initiated innovations by identifying and strengthening those efforts. This effort will be amplified by our involvement with the Michigan Department of Education, Migrant Program.

f. A culminating objective of the Bilingual Curriculum Development staff will be the identification of needs and priorities in language instruction in Michigan and the translation of these needs into program development strategies for cooperative curriculum work.

See Evaluation Appendix for information concerning the extent to which these objectives were met.

Quite apart from the four curriculum documents in English, Spanish, Primary Bloc, and Hispano-American Language and Culture which have been developed, there have been continuous requests for in-service teacher training, presentations to large groups and demonstrations of materials and their use, particularly from the heavily populated areas, for example Detroit and surrounding cities such as Pontiac. Staff have received many requests to address civic groups in relation to language education, and problems of Spanish American children. The particular history and culture of the Hispano-American has been a frequent focus of attention, especially the need for school programs which take them into account.

BCD staff have been called upon to set up a clearing-house for information on instructional materials, bibliographical references, resource people and even the securing of Spanish American teachers.

It had been hoped that a widespread network of demonstration programs in schools would be available for observation and training. It was not possible without substantial teacher training fund support. It is intended to remedy this either with Title I, Title VII or EPDA and local support.

Exceeded expectations:

There has been a direct impact of teacher training on non-standard English speakers in other states, such as: Spanish speaking populations in Ohio, Illinois and Indiana, Cherokee Indians in Arkansas, Pueblo Indians in New Mexico and Spanish speaking people in Colorado and Wyoming.

During the past year of the project, 1968-1969, particularly, a very large number of people has been reached. It is estimated that there has been at least a fifty per cent increase in the number of telephone calls and letters requesting information and consultations, over the preceding year for a total of 600 contacts. There has likewise been a similar increase in the number of requests for materials. It is of interest that not only are many states represented, but representatives of foreign countries such as Japan, Egypt, New Guinea, and Leeds, England, have sought help in the teaching of their ESOL classes.

Groups that were not expected to be interested, showed considerable interest, i.e., enough to use BCD materials with their students, and to set up teacher training workshops. For example, the International Institute in Flint, in conjunction with the Mott Foundation, is offering Saturday classes to Spanish American children for a ten week period, and using the HALC (Hispano-American Language and Culture) program materials. The Sault Ste. Marie Intermediate School District is using primary ESOL materials with its sizeable American Indian population. Montcalm Intermediate District requested teacher training in TESOL as well as in the use of BCD materials.

Through a program made possible by the Michigan Department of Education FLICS personnel worked cooperatively with additional personnel to begin the production of an interdisciplinary primary bloc oral language program. This cooperative effort will produce a logical extension of the FLICS produced kindergarten oral language materials, enabling us to serve more students and to also take individual pupils farther in the development of their oral language skills.

3. Effect on Educational Agency

The two greatest changes resulting from the Bilingual Curriculum Development program of the FLICS project were creating awareness of the special language needs of children whose dialect was not that of the classroom, and secondly, the harnessing of substantial local, state and federal sources of support to help develop a languag program which has educational validity for all children and is possibly a solution to a national problem--severe educational underachievement caused by non-standard language skills.

Many more schools in Michigan, in addition to the forty-four reported for the year 1967-1968, are now implementing BCD programs. The greatest change, however, has come about in the large cities of Michigan. Detroit Public Schools has called for training services and materials. Approximately three hundred parochial and publ school teachers have been given in-service workshops; thousands of copies of new materials have been distributed, and it is estimated that nearly two hundred teachers are now using the materials. These figures are of particular importance as Detroit has the largest concentration of Spanish-American and inner city children with non-standard dialects in the state and in the Midwest, Chicago excepted.

Pontiac has been the site of substantial local and Bilingual Curriculum Development efforts. It has adopted BCD materials and instituted several programs, some early elementary, some later elementary and some secondary. This implementation has come about as the result of a workshop in teacher training and curriculu development that was held in the summer of 1968 for Pontiac faculty. In addition, a field coordinator was assigned there part time.

In March of 1969, a one-week workshop was held in Pontiac for students, five to sixteen years of age, from both parochial and public schools.

The Pontiac Public School Bilingual Program is also using Bilingual Curriculum Development materials. This program employs two aides, plus a one-half time FLICS bilingual specialist.

As the above information indicates, the Bilingual Curriculum Development program has had an effect upon a large number of individual teachers, schools, administrators, and this year particularly, upon the Intermediate School Districts and the large city school systems. The personnel involved in these divisions of public and private school educational systems have been made aware of the importance of oral language and the related reading methodology. A significantly large number of these people are now using BCD recommended materials and techniques.

4. Effect on Cooperating Agencies

The effect upon the local school systems is obvious where implementation of Bilingual Curriculum Developments materials and methods has been carried out, but just as important is the effect upon attitudes and thinking of school personnel. These effects are difficult to measure. BCD efforts have been substantial in the struggle to teach school people (1) to recognize the problems in oral language and reading, with particular reference to Spanish-speaking children, inner-city Negroes and Appalachian whites, (2) to help school personnel to look for new solutions to these problems, (3) to train teachers in methods of second language teaching.

As a heavy user of migrant labor, Michigan attracts many thousands of Spanish speaking children. Michigan provides them some sixty summer schools. In most of these,Title III BCD programs of training and instructional materials have been used almost exclusively as the language program. Conservatively speaking, at least one class in each school was served. The major impact of this program was with the pre-school and kindergarten children.

The following agencies have cooperated with the BCD project: Michigan Cooperative Curriculum Committee; Michigan Department of Education, Lansing (Title III, NDEA, Title I, NDEA, Title VII); Michigan Foreign Language Association; Humanities Institute, Michigan State University; Michigan Advisory Council on Supplementary Centers in Foreign Languages; Latin-Americans United for Political Action; Bishops' Committee for the Spanish Speaking; Michigan Civil Rights Commission; U. S. Civil Rights Commission; International Institute of Detroit, Inc.; many Boards of Education (Ann Arbor, Grosse Pointe, Traverse City, Grand Rapids, Van Buren Intermediate School District, E. Lansing, etc.)

The above community agencies have contributed in varying degrees to the success of Bilingual Curriculum Development programs. In particular we wish to mention the help of the Michigan Department of Education which has not only shared the burden of expenses, but has given us invaluable information and contacts through the many referrals we have received.

List of Local Educational Agencies

ADRIAN
ALPENA
ANN ARBOR
CAPAC
CROSWELL
DETROIT
EAST LANSING
EATON RAPIDS
ECORSE
ELK RAPIDS
FERNDALE
FITZGERALD (MACOMB)
FLINT
GRAND RAPIDS (PUBLIC)
GRAND RAPIDS (CHRISTIAN)
GRANDVILLE (CHRISTIAN)
BRANT
GREENVILLE
HART
HOLLAND (CHRISTIAN)
ITHACA
KALAMAZOO
KALKASKA
LANSING
LUDINGTON
MIDLAND
MONTCALM INTERMEDIATE
MUSKEGON
NORTHPORT
PONTIAC
SAGINAW (CATHOLIC)
SAULT STE. MARIE
SHELBY
SHERIDAN
SOUTHGATE
STANTON
TRAVERSE CITY
UTICA (MACOMB)
VAN BUREN INTERMEDIATE
WARREN (MACOMB)
WAYNE COUNTY INTERMEDIATE

In summary, the program staff of BCD has been deeply involved with both teacher training and curriculum development for linguistically different children. This has also involved evaluation and field coordination staff to a considerable degree.

5. Dissemination

A conservative estimate sets the number of Kindergarten English Guide distributed this year at 500, with Spanish Guides approaching 300. The extensive dissemination of bilingual materials this year was due in part to the effective dissemination activities of the previous years such as STRATEGIES, bilingual newsletter which had a wide circulation and generated much interest in the progress of the materials and the services of the program. The work of the field coordinators and other staff members in keeping interested educators informed about the materials available, and the training of large numbers of them to use the materials made a significant contribution qualitatively as well.

Members of the bilingual staff have attended several conferences informing others of the program. Among them are the State Migrant Conference, Lansing; the Southwest Council of Foreign Language Teachers, El Paso, Texas,and the Midwest Regional Meeting of Directors of Migrant Education.

Dissemination in the form of teacher training has taken place at workshops or in-service training sessions in cities across the state: Grand Rapids, Pontiac, Flint, Muskegon, Ludington, Breckenridge and others. A regional workshop was held at Montcalm Community College.

Consultant services for the selection of materials and the structuring of bilingual programs provided to participating schools (see section 4 for list) is another very positive form of dissemination.

6. Phase Out

The "phasing out" of the bilingual program is being accomplished through cooperation with the Michigan Department of Education, Title I, Migrant Program. This will result in a new primary bloc interdisciplinary and bilingual language arts program for Mexican-American children. This project provides for preparation of oral language primary materials similar to those prepared at the kindergarten level.

The curriculum documents prepared by the program will be submitted to ERIC for more general availability.

Title VII support for our continuing demonstration program in cooperation with the Lansing School District will allow the complete development of the secondary level Hispano-American Language and Culture - a language development course whose content is the cultural heritage of the Spanish-speaking American.

The Learning Laboratory

Harry Regenstreif	Program Director
Robert Soberg	Audio-Visual Graduate Assistant

Consultants:

Content specialists from many curriculum areas provided the material for the programs which are described in the report which follows.

Learning Laboratory
1. Objectives

Major Objectives

(1) To disseminate information on the learning laboratory concept.

(2) To conduct an operational learning laboratory program in two Ann Arbor Schools. The principal behavioral objectives of the Learning Laboratory Program included developing a program which will produce changes in students as follows:

A. Students who use the carrel will demonstrate better performance on achievement tests of the four fundamental skills than comparable students who do not use the carrel. The four fundamental skills include aural comprehension, speaking, reading, and writing.

B. Students who use the carrel will demonstrate better performance on achievement tests covering factual knowledge and insights into French and Hispanic art, music, history, geography, current events, etc.

C. Students who use the carrel will demonstrate increased interest in both the study of the foreign language and social aspects of the country in question, and in the humanities in general.

Special Conditions

The above objectives should be achieved without:

a) adding to teacher work load, or b) cutting into the amount of direct contact time between the student and classroom teacher. The realization of the above mentioned objectives of the Learning Laboratory Program would, in fact, go a long way towards bringing about better utilization of teacher manpower by allocating to the learning laboratory certain tasks which it can accomplish more economically than can the teacher, while at the same time it more efficiently makes allowance for individual differences among students.

See the Evaluation Appendix for a discussion of the results of the evaluation.

2. Anticipated Results

The Learning Laboratory idea, conceived as a cultural adjunct in the teaching of French and Spanish, has branched off into many curriculum areas. Programs were developed and put into use in the areas of Social Studies, Vocational Education, Mathematics, Conservation, and others described briefly below.

The use of Social Studies units at Burns Park elementary school has been quite successful. The children of this school and others have extended the Learning Laboratory into an 'at home,' after school project, by taking recorders and tapes home with them. The Learning Laboratory facilities were also successfully utilized in a speech class project of recording short book reviews for use by other students as an aid in selecting books to read.

A Display Library was assembled with the cooperation and favorable response of foreign language textbook publishers. Materials for display were contributed in numbers equal to the most optimistic expectations. For this reason it is felt that the Display Library is one of the most complete collections of foreign language materials in the state of Michigan. The purpose of this activity was to establish a reference collection of foreign language instructional materials. It was expected that materials selection, adaptation or development would be significantly guided as a result. This proved true.

As the project comes to a close there are seventeen mini-courses ready for use in the carrel. Some are as yet untried, but for the most part field trials have been initiated. Brief descriptions of each of the mini-courses follow.

LEARNING LABORATORY PROGRAMS

1-6 French and Spanish Cultural Adjuncts

Six mini-courses: French art, music, and social studies and Spanish art, music and social studies, which are intended to be a survey of the areas in question. The art and social studies programs employ slides and tapes. Music programs are on tape only. Episode topics are far-ranging and include such diverse episodes as rock-and-roll and Gregorian chants, fifteenth century miniature painting, Antonio Gaudi, Gallo-Roman France to modern Buenos Aires. These materials are appropriate for both junior and senior high school students.

7. Conservation

A five episode program utilizing tapes, slides and specimens. The program is a biography of the Huron River appropriate for use in conservation, biology, or general science classes at the secondary level.

8. Electronics

A seven episode program for the ninth grade using slides and tapes. The program familiarizes the student with the use of important test equipment.

9. Mathematical Games

A three episode program for junior high utilizing tapes and slides. The program familiarizes the student with the objectives and moves of the game "Equations." The student begins with simple game situations and moves to more complex matches.

10. Music

Seven episodes for fourth grade on tape and slides also employing items like reeds, strings and valves that introduce the student to the instruments of the orchestra, their history, their modern form, and the sounds they produce.

11. Reading (Elementary)

A remedial program for primary students. Tapes, cue cards, and blank cards are used in conjunction with the Fernald kinesthetic approach to teach reading and writing. The Dolch word list serves as the basis for lexical items.

12. Great Lakes

A fourth grade elementary social studies program, fifteen episodes in length. The slides and tapes are used to give the student an understanding of Michigan's history, economy, geology and human and natural resources.

13. Wood Shop

A program for ninth grade based on the identification of woods. Slides and tapes and wood samples are employed to familiarize pupils with the major types of lumber.

14. French Explorers in Michigan

A five episode program for fourth grade on tape dealing with the lives of the principle French explorers of Michigan and the surrounding area.

15. Business Education

A six episode program for senior high employing tapes and slides. These episodes are designed to assist students in learning the operation of: the ten key adding machine, the IBM Selectric typewriter, the mimeograph and mimeoscope, fluid duplicator, and dicating and transcribing machines.

16. Upper Peninsula History

A seven episode program for seventh grade on the geology, people, history, lumbering industry, mining industry and tourist industry of the Upper Peninsula of Michigan. Slides and tapes are used.

17. Waitress Training

A six episode program for senior high which trains high school girls in the basic waitress skills including: first impressions. table setting, tray service, menu and ordering service, serving foods, and safety and sanitation.

Program Endeavors Not Reaching Expectations

The number of Learning Laboratory episodes produced had to be restricted somewhat, due to limited staff and the amount of time required to write and assemble them.

It was also found in the Learning Laboratory programs in Ann Arbor Secondary Schools that students definitely preferred visual aids with the sound and as a result, some fine sound-only programs did not get much use.

3. Effects on Educational Agency

The Learning Laboratory has had an effect upon a very large number of school systems of Michigan as it has continually served them through correspondence, catalogues, literature, telephone calls, consultations, the Display Library, and particularly through its demonstrations at FLICS. A selective annotated catalogue of Learning Laboratory Mini-Courses has been completed and is now available. This in itself is an important aid to teachers.

The Learning Laboratory concept has been implemented in varying degrees by many school systems but particularly by FLICS Demonstration Centers at Traverse City, Marquette, East Lansing and Sault Ste. Marie. Other systems using the materials are: Birmingham, Bloomfield Hills, Adrian, Grand Rapids, Pontiac, and Holland. The Learning Laboratory materials will be used also by an EPDA Humanities Institute, co-sponsored by Michigan State University and FLICS during the summer of 1969. The expansion of this project is remarkable when it is considered that only Grosse Pointe and Ann Arbor were considered as sites of implementation in the initial Title III proposal.

A beginning has been made in introducing the Learning Laboratory concept to future teachers of foreign language. In 1968 and 1969, Dr. William Merhab of the University of Michigan and his classes in Foreign Language Methodology visited the FLICS demonstration center. As a result many of the students have indicated considerable interest in the program.

One of the most important effects of the Learning Laboratory has been upon school faculty who are now more aware of new ways to learn and are more confident in trying out educational innovations. The first elementary program implemented in the fall of 1968 was a revelation. It has been expected that secondary students in many departments of the school system would use this equipment and find it a valuable learning experience; however, it is now evident that elementary students, too, can use A-V equipment successfully on their own, even carrying it home to use in the evenings.

Community agencies cooperating in the program:

- MLA ACTFL Materials Center
- NALLD (National Association of Language Laboratory Directors)
- Ann Arbor News
- Center for Research on Language and Language Behavior (U of M)
- Textbook Publishers
- Michigan Department of Education
- Michigan Foreign Language Association

The Display Library is one outstanding result of cooperation with the Center for Research on Language and Language Behavior in 1968-1969. It contains a collection of foreign language texts, readers, workbooks, and other related materials currently published in the United States for secondary and elementary students. Foreign Language teachers throughout the state of Michigan can examine at their leisure a very wide variety of texts and materials assembled in one location. The Center will continue to maintain the library after the termination of the FLICS Project. The housing of the Display Library is in addition to the space allotted last year to the Demonstration Center and to the collection of carrels.

A photograph of fourth graders of Burns Park School in Ann Arbor and an accompanying article on the use of Learning Laboratory materials in the elementary schools appeared in the December 6, 1968, edition of the Ann Arbor News. The cooperation of this newspaper with the project has aided the dissemination effort considerably.

The Michigan Department of Education through its Language Consultant, Mrs. Barbara Ort, has been a continuing source of information and help in a variety of ways, but especially in the area of dissemination, by providing a network for contact of interested professionals.

5. Dissemination

Dissemination has been greatly expedited through the Michigan Foreign Language Association. Throughout the project period, 1966-1969, the association has offered opportunities for presentations at conferences, and news of the project has been reported in its newsletter, Comment, as well as in our own brochures and in a series of FLICS newsletters.

Learning Laboratory
6. Without Federal Support

After the withdrawal of federal support, the Ann Arbor Public Schools will serve as a repository for Learning Laboratory materials. All textual materials will be available through ERIC.

Demonstration centers in the Ann Arbor, Marquette, Sault Ste. Marie, Traverse City, and East Lansing Public Schools will continue to be supported by local funds.

Associated Staff Training

George L. Geis	Program Director
Reuben Chapman	Training Manager
Chauncey W. Smith	Instructional Designer
Claiborne Jackson Moore	Instructional Designer
Karen Brethower	Instructional Designer
Nancy Russell Hamilton	Instructional Designer
Davida Botwin	Assistant
Sandra Stone	Assistant
Wendy Hardman	Assistant

Associated Staff Training
1. Objectives

The activities of the Associated Staff Training program were centered on three main areas of concern: FOCUSED INVOLVEMENT OF THE SCHOOLS, TRAINEES, and CURRICULUM DEVELOPMENT. The specific objectives of each are listed below:

A. FOCUSED INVOLVEMENT OF THE SCHOOLS

1. To locate schools to cooperate in training two or three trainees. The schools were to be as different as possible to provide a range of settings in which to develop and evaluate the skills of the curriculum.
2. To describe the goals of Instructional Systems Consulting clearly enough to elicit questions, comments and offers of cooperation from administrators and teachers in these schools.
3. To carry a variety of teacher-selected problems through to a conclusion or solution so that both the teacher and the AST staff could evaluate the effectiveness and the relevance of training.
4. To discover people in agencies contacted who could facilitate entry into other schools.
5. To gather information on the appropriateness of the general innovation strategy.
6. To solve a number of teacher-selected problems through the efforts of the trainee (and of the staff when needed).

B. TRAINEES

1. To employ two or three trainees to work through the first drafts of the curriculum and provide feedback on such matters as clarity, relevance, difficulty, and efficiency of instruction.
2. To place the trainees in actual consulting relations with teachers and follow them through a variety of teacher-selected problems.
3. To develop a set of selection criteria for trainees.

C. CURRICULUM DEVELOPMENT

1. To translate the objectives of the curriculum from the Results of Planning Document into performance tests for each of the component terminal behaviors.

2. To specify long term evaluation procedures by writing the questions and developing the rating form and procedures for collecting data. These will be used in training observers who will visit the schools and in collecting data.

3. To collect short term evaluation data for each of the components of the training program in the form of test scores and ratings of trainees at the end of each segment.

4. To write and reproduce a working draft of the materials and exercises which constitute the curriculum. The units are:
   Problem Explication, Analysis and Selection
   Quantification of Behavior
   Behavior Modification
   Instructional Design and Development
   Systems Analysis and Design
   Search
   Research
   Dissemination
   (The description of the contents of each unit can be found in the Results of Planning Document. Sample outlines of three units are in the appendix.)

5. To write outlines and manuals and to collect the non-textual materials which will contribute to making the curriculum a self-sufficient training unit in order to disseminate the curriculum as a self-instructional course.

6. To write a description of the curriculum development process, the operation of the course, and the interaction of the training program with actual teachers in schools. (The purpose of such a document is to catalog problems encountered in implementing such an innovative agent).

Associated Staff Training
1. Objectives

Also, four major objectives have been set for the current year:

1. Elaboration and adjustment of the curriculum materials to train personnel already in the schools and in extra-language areas.

2. Preparation of the curriculum materials as a self-instructional package.

3. Dissemination and demonstration of AST activities and products.

4. Training via workshops and self-instruction a sizeable number of trainees.

See the Evaluation Appendix for a detailed discussion of the extent to which the objectives were met.

The reception accorded both the general design strategy and the specific curriculum of Associated Staff Training exceeded our expectations. Some time has been spent in informing the educational community, not only of our product, but also of our rationale and philosophy of innovation. (See below, section 5; Dissemination). Perhaps these efforts have helped to produce the positive reception among school people.

The concept of training local personnel as guides for, and generators of, innovation has been remarkably well understood and accepted by our target population. Furthermore, the particulars of the curriculum, i.e., the course topics and the teaching materials themselves, have been equally well received. There seems to be little need to "sell" the problem definition/problem-solving approach our curriculum exemplifies.

In summary, acceptance by school personnel of the foundation principles ,(the strategy), and of the specific means of implementation, (the tactics, represented by the curricular materials), has far exceeded our expectations.

Below Expectations

There is always a problem of producing an instructional environment so reinforcing that students' studying behaviors are maintained. It is additionally difficult, when, as in this case, the student population has many calls on its time. Just providing enough support for the in-service teacher so that he completes the AST teaching materials has been something of a problem. Indeed that was one of the reasons for originally proposing in-house trainees in addition to trainees on the job. Furthermore, the system in which the teacher works makes it difficult for him to apply and so maintain the skills he acquires in the AST course.

It is our impression that things have worked out well considering the large number of constraints which in-service training involved. Yet we had expected to produce more trainees and trainees who produced more impact on the system. A variety of attacks on the problem is being carried out at the time this report is being prepared and hopefully one or some combination of them will prove useful.

Associated Staff Training
3. Effect on Educational Agency

The main effect is an indirect one upon the educational system: the curriculum has been revised sufficiently so that it can now be considered of high quality.

Direct effect of the AST project has, of course, been greatest and most obvious in the area of teacher training. The following are examples:

> Frederick Dornback, a school psychologist and a trainer of teachers uses AST Course 1, primarily through a course he teaches at the National Teachers' College in Evanston, Illinois, and through his Title III project.
>
> At Eastern Michigan University in Ypsilanti this past year, an extension course in behavior modification techniques was taught at the request of the Belleville School System. AST materials were used exclusively.
>
> A very satisfying experience was the result of work with Dr. Martin Sundel, of the School of Social Work at the University of Michigan. He worked with AST staff in the writing of a course, and, using skills taught by the AST curriculum, he wrote tests and developed a course.

Teachers who have gone through the curriculum have been interested in and enthusiastic about making application of this training in the classroom. It was obvious that there were results. The data on the effects are reported in the Evaluation portion of this report.

In that part of the report is a presentation of results from the following:

Kellogg Elementary School
Woodcrest Elementary School, Midland
Central High School, Grand Rapids
Traverse City Schools
The Regional Enrichment Center, Kalamazoo, Michigan
David Carlisle, Far West Laboratory for Educational
  Research and Development, Berkeley
Sister Mary Ramona
  Mercy College, Detroit
Sister Mary Elizabeth LaForest
  Mercy College

Associated Staff Training
3. Effect on Educational Agency

Dale Rice
  Eastern Michigan University
Frederick Dornback
  Title III Project
  Geneva, Illinois
Stan Bennett
  Undergraduate Ed. Psychology
  C-300 course
Karen Howard, Social Work
  graduate student
Dr. Martin Sundel
  School of Social Work
  University of Michigan

Other results of cooperation of AST with educational agencies have been:

1. Feedback to staff on effectiveness and usefulness of the training.
2. The solution of a number of teacher and administrator problems.
3. Training of a number of school personnel around the state.
4. Requests filled for consultation and training for many schools and agencies.

Associated Staff Training
4. Effect on Cooperating Agencies

1. Cooperating agencies are those listed in #3 above.
2. Results of cooperation are reported in items #3 above and #5 below.
3. No changes in affiliation have occurred except for the additions noted elsewhere in this report.

5. Dissemination

Because the Associated Staff Training materials are completely self-instructional, if a set is available, the training is available too. Therefore, the most significant and efficient dissemination has been accomplished by presenting the materials to interested institutions had by encouraging them to install and make available to their constituents the training course.

Another effective form of dissemination involves the people who have taken the course. Often they, in effect, disseminate the materials, or at least the ideas of the program by using their training to teach others.

A review of some of the institutions and people involved or potentially involved, in the above follows:

> An Eastern Michigan University Professor of Special Education is using Course I and Course III in extension course for teachers.
>
> Fred Dornback, Title III project director and school psychologist, Geneva, Illinois, is training teachers both through his Title III project and his course at the National Teachers College in Evanston, Illinois.
>
> Dr. H. Dell Schalock is considering using the curriculum as part of the model elementary teacher training program (COM-FIELD) one of nine such programs funded by USOE in 1968.
>
> Paul Sullivan, Professor of Education, Wayne State University is reviewing the materials for use in summer 1969 with teachers and student-teachers.
>
> A Professor at Arizona State University is considering using the materials for a course called Behavior Modification in Education for Teachers and also in an Educational Psychology Laboratory course.
>
> The Michigan Department of Education is considering use of the materials with its foreign language consultant.

Kalamazoo Valley Intermediate School Special Education Department is considering using the materials for a workshop for school psychologists.

The staff of the Maxey Boys Training School near Ann Arbor, Michigan, is being exposed to the materials.

Among others interested in AST materials:

Dean, School of Education, University of West Virginia.

Foreign Language Coordinator, Jefferson County School District, Lakewood, Colorado.

Instructor of Radiology Technology, University of Glasgow Medical School, Glasgow, Scotland.

Information about the AST program was reported by Far West Laboratory's Educational Research and Development Project in Arrangements and Training for Effective Use of Educational Research and Development Information.

Related information was also contained in three papers which were delivered in March, 1969, by AST staff members to the Michigan Academy of Science, Arts and Letters.

6. Phase Out

The Associated Staff Training materials can be made completely accessible easily because they are self-instructional. The extensiveness of the phase-out is contingent upon the effectiveness of the dissemination effort, or the number of places the AST program is placed and used. The list of institutions where copies of the materials may be found is in the AST dissemination section of this report. It is expected that these and other institutions will reproduce these materials to meet their needs in a multiplier effect.

The materials will also be submitted to ERIC to make them more generally available.

Humanities-in-French

George T. Eddington	Program Director
Guido Regelbrugge	Production Coordinator and Curriculum Writer
Victor Barbeau	Research Assistant
Laurie Pearlman	Research Assistant
Nelson Brooks	Consultant
James McClafferty	Consultant

1. Objectives

This course has a scope and depth never before offered at the secondary level. Nearly every aspect of the target culture receives attention in the curriculum. In addition, the curriculum maintains and expands the second-language skills of the students. More specifically, the Humanities program has five objectives.

a. Students will demonstrate gains in proficiency in the four fundamental language skills and will score higher on standardized tests than students enrolled in existing programs for all levels at which the new program is introduced.

b. Students will demonstrate an improved knowledge and application of basic linguistic concepts in French.

c. Students will know significant cultural features of the people whose language they are studying, including key geographical, economical and political concepts, as well as contemporary values and behavior patterns of the people. Therefore students will learn basic sociological and anthropological concepts and be able to use them as basic tools of cultural analysis.

d. Student will know significant humanistic achievements of the people whose language is being studied. These include literature, art, and music - with a knowledge of the works of outstanding artists, authors, and composers - and something of the creative processes themselves.

e. Through the expanded, in-depth program, students will demonstrate increased interest in studying both the language and general culture of the target country.

Formal evaluation of the pilot classes at Grosse Pointe and East Lansing was undertaken by the FLICS evaluation staff. For results of that evaluation see Evaluation Appendix.

Humanities in French
2. Anticipated Results

During the first two years of the project there was an unusual amount of teacher interest in the project. Classroom teachers from all areas of Michigan consistently attended planning conferences during 1966-1967, as well as demonstration conferences during 1967-1968. The extent of this teacher involvement and enthusiasm was useful and gratifying. Student enthusiam, too, was and remains high.

During the third year of this project, the number of requests for information from across the country has exceeded expectations. (See section 5 below)

During August of 1968, a very successful two week workshop was held. Sponsored by FLICS, the Detroit Public Schools Michigan State University, the Detroit Institute of Arts, and the Grosse Pointe Public School System, the workshop was designed to assist teachers of French at the secondary level to become acquainted with the Humanities-in-French program, and to serve as a pilot program for the EPDA Institute in the Humanities to be held in the summer of 1969. This institute will be co-sponsored by FLICS and Michigan State University.

The twenty participants in the Humanities in French workshop expressed great satisfaction with it, stating that it was most practical and informative.

Program Endeavors Not Reaching Expectations

It has been disappointing that during the third year it has not been possible to complete the revision of materials and the writing of a teacher's manual as carefully and as quickly as planned. Workshops designed to provide teacher involvement in the critique of materials and techniques have had to be postponed. As a result, therefore, we have not been able to provide the service the schools and teachers have wanted. It was impossible to find the skills needed.

A Spanish curriculum outline, largely designed on the model of the Humanities in French materials, had been projected. In spite of very vocal interest on the part of teachers, there were insufficient skills and funds available for this purpose.

3. Effect on Educational Agency

The most impressive effect resulting from the Humanities-in-French Program has been the participation and the active involvement of foreign language teachers in the development and implementation of the materials.

During the third year, the curriculum has been operating in both Grosse Pointe High Schools (North and South), Birmingham, Berkley, East Lansing, Traverse City, Grosse Pointe University School, Nauset Regional High School in Massachusetts. Some units of the program are being used in Detroit Public Schools, Bloomfield Hills, and St. Agnes High School in Flint.

It is felt that the Humanities-in-French materials in conjunction with electronic carrels have made language programs very flexible.

There has been a marked effect upon the students participating in the program. They have indicated that their enthusiasm is due to several factors,but primarily: the opportunity to form concepts on the basis of wide exposure to resources, and the experience of participation in a free exchange of opinions and attitudes.

4. Effect on Cooperating Agencies

The following agencies have cooperated in the project: Detroit Institute of Arts, Detroit Public Library, French Consulate in Detroit, Grosse Pointe Board of Education, Michigan Department of Education, Michigan Foreign Language Association, University of Detroit, Center for Research on Language and Language Behavior of the University of Michigan.

Results

Many of these agencies have made available in the form of materials written and audio-visual, conferences and lectures, a wealth of material and services that enriched the curriculum and added meaningful experiences to the program of the students involved.

Other agencies, such as the Department of Education and the Michigan Foreign Language Association have provided opportunities for dissemination in the form of presentations at conferences, and news articles.

Changes

No changes in affiliation have occurred. The school programs listed above are in these counties: Ingham County, Macomb County, Oakland County, Ottawa County, Traverse County, Washtenaw County, Wayne County, Genesee County.

5. Dissemination

The major program dissemination effort in 1968 took place in August. Approximately thirty teachers, most from the Detroit area and suburbs attended an August 19-30 summer workshop designed to assist teachers of French at the secondary level to become acquainted with the Humanities in French materials. This workshop was held in Grosse Pointe with day-long meetings in East Lansing and Ann Arbor.

Due to previous efforts, other dissemination in 1968-69 consisted largely of distributing materials as they were requested. One hundred and ninety-five requests for materials were honored. Faculty members and administrators requesting materials included; Aquinas College, Grand Rapids, Michigan; Brandywine High School, Wilmington, Delaware; California State College at Long Beach; Georgia Southwestern College, Americus, Georgia; Jefferson County School District, Lakewood, Colorado; Little Falls Senior High, Little Falls, Minnesota; Loughborough University of Technology, Loughborough, England; Minneapolis Public Schools; Project ARISE, Lancaster, New Hampshire; Rippawan High School, Stanford, Connecticut; St. Louis Senior High, St. Louis Park, Minnesota; White Bear Lake Schools, White Bear Lake, Minnesota.

The most effective dissemination possible for a new set of curriculum materials such as Humanities in French (Unit titles are: Culture, Youth, Values, Literature, Communication, Technology, Area Studies of French West Africa and French Canada), is of course to train teachers in their use. With the assistance of the Humanities Teaching Institute of Michigan State University, a summer teacher training institute with a year-long follow up will be offered in 1969. The institute will be supported by the United States Office of Education, EPDA.

In summary, brochures, conferences, articles in professional journals, FLICS newsletters, teacher training and the institute program have made up the dissemination effort. The annual foreign language research review to be published by Encyclopedia Britannica will contain a reference to the FLICS Humanities-in-French program.

The three year dissemination effort of this program reached most of the teachers of French in Michigan and many from other states through local, state, and national reports to the profession in brochures, newsletters and conference program presentations.

6. Phase Out

Grosse Pointe Schools will continue to use the Title III ESEA demonstration materials and make the program available to interested educators. Curriculum materials will be submitted to ERIC for wider availability.

Hispano-American Language and Culture

James McClafferty	Program Designer
Guillermo DeHoogh	Writer and Production Coodinator
Joseph Spielberg	Cultural History Developer
Elba Armelin	Assistant Writer
James Hardgrave	Production Assistant
Eliana Loveluck	Production Assistant
Maria Teresa MacIntyre	Production Assistant

1. Objectives

The major objective of the Hispano-American Language and Culture Program was to build a curriculum that would enable students to:

1. Maintain and expand their Spanish language skills so as to become literate and to demonstrate a proficiency in the four fundamental language skills.
   a. They will be able to understand with ease different varieties and levels of standard speech.
   b. They will be able to adapt their speech to different language levels, such as informal, formal and intergroup.
   c. They will be able to read with understanding.
   d. They will be able to write a "free composition" with clarity and correctness in vocabulary, idiom and syntax.
2. Know significant features of the countries where the language is spoken. These include geographic and socio-economic attributes, contemporary values, and behavior patterns.
3. Know significant humanistic achievements of the countries in question.
4. Realize that their native language is an asset to themselves and society.
5. Demonstrate increased interest in studying the language and the social aspects of these countries, and in the humanities in general.

As the material are only in pilot tryout at the time of this report there is as yet little evaluation data. Initial use and testing have turned up extensive interest in the new program. Briefly the testing done so far indicates that it is likely that the new program is properly directed to remove the literacy and cultural gaps of Spanish-speaking Mexican-American children. Dramatic increases in control of Spanish have been noted in some cases.

2. Anticipated Results

The curriculum itself is a result exceeding expectations of the Bilingual Curriculum Development project. The concept of a curriculum devoted to high school age Spanish-speaking students with the specific goals stated above, was considered a valuable one, but with the pressure to meet the needs of Spanish-American children struggling to learn English, staff did not know whether this extension of the project could be accomplished. The cultural content for a two year curriculum, a sequential outline of non-syntactical features, a sequential outline of syntactical patterns, and a model unit, completely worked out, which shows the integration and relationship of all facets of the program, have been completed.

Adoption of the development task by the Lansing School District, with Title VII support, has been a heartening solution of the need to complete these urgently needed materials.

Hispano-American Language and Culture Program
3. Effects on Educational Agencies

The effect of Hispano-American Language and Culture upon educational institutions at this time is minimal, because the basic curriculum is just reaching completion. It is noteworthy, however, that as a part of the Bilingual Language Arts and Social Studies Program of the Lansing Public Schools, the HALC materials will be piloted in the high schools, beginning operation in September of 1969. Other schools in Detroit and Michigan will also use the materials.

Schools in Lansing and Adrian that have tried out units of the HALC program as they were completed have indicated their intention to continue the use of the materials.

4. Effect on Cooperating Agencies

The International Institute of Flint, Michigan used units of the HALC materials in a ten session Saturday class for Spanish-Americans, seventy-five students.

Michigan State University's Center for Latin American Studies, in the early days of the project, was helpful in finding consultants.

Two conferences served to expose the HALC program to a sizeable number of Spanish teachers: The Conference on Cultural Pluralism in Orchard Lake,Michigan and the Michigan Foreign Language Association conference in Lansing.

The program was also promoted by the Bilingual Curriculum Development Field Coordinator in his frequent contacts with schools with Spanish-speaking American children.

Other dissemination of the program was facilitated by the interest survey which was circulated to Spanish teachers throughout the state to gauge existing interest and generate more. In addition, materials were sent to various representatives of the Mexican-American constituency of the United States for criticism.

As a result of the above some 60 letters were responded to in the course of the year. Materials and information were sent.

The program has been visited by about 30 people from southwestern United States, and across Michigan, including the executive secretary of the American Council on the Teaching of Foreign Languages, Mr. Paquette.

The materials which have been prepared at FLICS will serve as a basis for diversification and extension by a Bilingual ESEA Title VII Program in the Lansing School District. The materials ready for expansion include a complete model unit which shows the integration and relationship of the three facets of the program: non-syntactical Spanish language features; the history of Meso-America and its influence on the heritage of Spanish-speaking Americans; and the outline of syntactic patterns in Spanish.

Diversification and extension during 1969-1970, with Title VII support, will include the preparation of approximately 23 chapters based on the model unit and supporting data,to be completed by the close of the FLICS project.

HISPANO-AMERICAN LANGUAGE AND CULTURE PROGRAM

Overview and sample pages of completed lessons

Hispano American Language and Culture (HALC) is a Spanish program for secondary level students of Spanish-speaking background. Its development was begun in Michigan by Foreign Language Innovative Curricula Studies (a state-wide Title III ESEA project). The timetable of development of the HALC materials calls for the first version of this two-year program to be ready in June 1970. HALC was designed to provide students, first, with a means of maintaining and developing language skills in "standard" Spanish, especially reading and writing; and, second with a means of understanding their cultural identity by acquiring knowledge of their heritage, namely, early Middle American cultures and their subsequent determination of Hispano American presence and influence in the United States.

Materials development was undertaken since existing instructional materials neither focus on the particular needs of Spanish-speaking Americans, nor are geared to the language skills they possess. During the planning stage of the Hispano-American Language and Culture program, it was necessary to establish what was an appropriate approach and a significant content for the new course. After several procedures for choosing goals and for developing sequences of instruction were tried, the content of the student materials resolved itself into a choice between (1) a systematic study beginning with the development of civilizations in Middle America and their subsequent determination of the Hispano-American presence and influence in the United States, or (2) some modification or imitation of the typical areas of texts on a foreign civilization. It was finally decided that the focus on one major conceptual structure had more likelihood of making a lasting change in student behavior. Instrumental in this decision was the advice of a number of specialists and, in particular, that of our major consultant, a cultural anthropologist who is a Mexican American himself.

Mere relevance was considered too ephemeral a basis on which to build a connection between the cultural identity of the Spanish-speaking child in the United States and the solid achievements of his distant and recent ancestors. It was also felt that the single cultural and historical theme of Spanish American heritag could be more intellectually rewarding than a disconnected set of topics, lacking both sequence and continuity. Finally then, it was decided that one viable way for the Spanish-speaking American student to acquire a deeper understanding of his cultural identity is for him to study the engrossing story that traces the cultural developments of his people. This story includes both the continuities and discontinuities within the processes of growth and extinction of those civilizations, whose greatness is part of his heritage.

The cultural content of the course centers on the major events and processes of the pre-history and history of Middle Americans and their subsequent determination of the Hispano-American influence in the United States. The following divisions are used:

I. "Populating the New World
II. "The Good Producing Revolution"
III. "The Rise and Development of Middle American Civilization"
IV. "The Conquest and Colonization"
V. "The War of Independence, Building Nations and Modern Revolutions"
VI. "Spanish American Influence in the United States"

Under each of these headings, the general nature and character of the events are first described, and then put into a larger context, e.g. explaining the concepts used and describing genrally what was happening in the rest of the world. In addition, attention is paid to three types of factors underlying each of these categories of events or epochs: geographical, cultural, and social and political conditions.

What follows is a somewhat more detailed description of what is emphasized as the major focus under each of the sub-headings listed above.

I. Populating the New World
  a. Man, not indigenous to the new world
  b. The racial composition and characteristics of the first migrants
  c. Their general level of cultural development, their social organization, and the relevant aspects of their technology which served to exploit the food resources
  d. the role played by geography and climate

II. The Food Producing Revolution:
  a. The invention of agriculture and the particular good complex of Middle America
  b. The types of food and animals domesticated
  c. The circumstances leading to these discoveries and their dispersion
  d. The radical shift in way of life, division of labor, population size, patterns of settlement, social, religious and political organization

III. The Rise and Development of Middle American Civilization:
  a. The appearance and variation in the characteristics of the Middle American pre-Cortesian civilizations
  b. Their sequence of developments and changes, particularly as they help explain and describe the establishment of the various cultural groups found by the conquistadores

IV. The Conquest and Colonization:
  a. The specific historical events and personalities involved in the Spanish Conquest of the major pre-Cortesian empires
  b. The different policies adopted by the Crown, the Church, and the conquering entrepeneurs towards the various groups, as well as the influence of some personalities on these policies.

- c. The effect of geography in determining areas of population concentration for use by the Spaniards, and areas of economic interest
- d. Geography's role in helping shape the future of Middle America, by the barriers it imposed upon unification, and the regionalism it fostered, evident in the political subdivisions of today
- e. The interplay between the Spanish and the indigenous cultures (religion, philosophy or view of life and man, economic and social organization, architecture, cuisine) leading to the distinctive traits of Latin America, evident today in Mexico and most of Central America

V. Independence. The Nation-Building Process and Modern Revolutions
- a. The general and specific historical processes and events by which the countries of Middle America gained their independance from Spain and have, with varying degrees of success, striven to attain nationhood.
- b. The role played by popular, social and military revolutions in this nation building process
- c. The problems and particular patterns demonstrated by Middle American countries in their attempts to achieve "modernization"

VI. Hispano American Influence in the United States: (Title tentative)

The outline of this unit is still in the discussion stage. The unit will have several chapters, probably paralleling general historical periods.

Readers interested in additional information concerning the new materials in development - Hispano-American Language and Culture - may wish to contact the Lansing School District, Michigan. The lesson units, which are being tried there, are available for examination. Interested teachers are invited to use them with secondary level students of bilingual background. Comment and suggestions for improvement are requested. The advice of teachers and Spanish-American specialists has been followed consistenly and has made a valuable contribution to the accuracy and usability of the lessons.

The timetable of development of the HALC materials calls for the first version of this two-year program of 'Spanish language skill development within the context of the cultural heritage of the Spanish-speaking American' to be ready in June 1970. The new program may be observed in operation in the Lansing School District, Michigan.

Polish Language and Heritage

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Polish Language and Heritage
1. Objectives

The major objective of the Polish Language and Heritage Program was to construct a course outline that could be used by students in secondary schools in a semester, year or two year program in Polish Humanities, even in a short unit in social studies on an important part of Eastern Europe.

This is the package of Polish materials:

1. Six original units of written materials (approximately 300 pages
   a. Introduction to Culture
   b. Language
   c. The Setting: Geography, History
   d. Arts and Sciences
   e. Contemporary Life
   f. Immigration
2. Approximately 450 slides with taped commentaries in both Polish and English to accompany the textual materials.
3. A Study Guide for Students and Teachers, containing:
   a. additional bibliographical references
   b. suggested activities and projects
   c. suggestions for correlating units and slides
   d. sample questions representing main themes

The above materials can be used:

1. with children of Polish background to give them a certain respect for and pride in their Polish heritage
2. with American students, no matter what their ethnic background, to reduce ethno-centrism

Some units have been used by teachers who are also members of the writing team, but no data as to their effectiveness with students have been obtained. Because of the range of the materials themselves, the goals of individual teachers would have to be determined before valid data could be obtained.

In an effort to make as clear a statement as possible concerning the evaluation of the program, the following criteria have been applied to the program.

Criteria - Polish Language and Heritage

1. Comprehensiveness - Treatment of major institutions of Polish life seems adequate; the omission of sports - especially athletics and soccer is regrettable.

2. Audience - Materials seem appropriate for use by teachers or advanced students. Not as accessible to younger high school or junior high levels. Both public and parochial students can use the materials.

3. Language - Treatment has been minimal. The insertion of a bibliography of language materials will remedy this to some extent.

4. Reader interest - Treatment of the materials to change the format to a book-like presentation is needed. Such things as improved lay-out appearance of page, chapter headings, questions, and strategies for teaching are needed. Slides and tapes that are a part of the curriculum have not been evaluated.

5. Emphasis - Culture as custom and institution rather than fine arts seems to pre-dominate. This is appropriate.

Polish Language and Heritage
1. Objectives

6. Usefulness in class - Pilot teachers have been asked to submit statements on gaps and strengths of these materials. These will be attached if available in time.

7. Qualification of writers - Bilingual and bicultural specialists in several areas were retained to develop original materials. Content seems well founded.

8. Teachability of materials - Adequate effort to provide written and visual materials as well as basic bibliographies has been made. The resulting data and references are being made widely available in Michigan at nominal cost. No other set of materials exists. Teacher enthusiasm in class use and at conference presentations was uniformly high.

9. Testing Program - None

Polish Language and Heritage
2. Anticipated Results

The enthusiastic cooperation of the Orchard Lake Schools and the writing team at FLICS, has been the major area where our expectations have been exceeded. Not only has their help been invaluable in the writing and editing of materials, but they have established a Center for Polish Studies which consists of the following divisions: library, museum, archives, curriculum development and visiting lecturer series. The Center will serve a permanent function in disseminating the FLICS Polish materials.

A further very satisfying development resulted from the Michigan Department of Education's Cultural Pluralism Conference held in March, 1969. A group of teachers interested in the Polish materials have planned future meetings, with their general goal the further development of the FLICS materials - Polish Language and Heritage - into an eight year course of study in Polish language and letters.

3. Effect on Educational Agency

As the Polish materials have just been completed at the time of this report there has been little time for any educational or community agency to be affected by them. However, local schools and the Michigan Department of Education have exhibited a great deal of interest in the potential of the new instructional materials to be the basis of humanities and social studies units or independent study projects for Polish-American youth. There is even some interest in the development of a bilingual program in Polish and English. The major outcome is of course the initiation of the Center for Polish Studies in the Orchard Lake Schools.

Polish Language and Heritage

4. Effect on Cooperating Agencies

Cooperating agencies and consultants

Cultural Attache
Consulate General of the
Polish People's Republic
Chicago, Illinois

Press Division
Embassy on the Polish
People's Republic
Washington, D.C.

Polish Museum of America
Chicago, Illinois

International Institute
of Detroit
Detroit, Michigan

Polska Magazine
Warsaw, Poland

Friends of Polish Art
% Richard Kubinski
Hamtramck, Michigan

Tadeusz Barucki
ZAIKS
Warsaw, Poland

Orchard Lake Schools
Orchard Lake, Michigan

Prof. Edmund Ordon
Slavic Department
Wayne State University
Detroit, Michigan

Prof. David Welsh
Slavic Department
University of Michigan
Ann Arbor, Michigan

Information on the Polish materials has been disseminated in several ways. Faculty members of Madanna College, Livonia, Michigan, have worked with FLICS personnel in the preparation of materials. The sisters staff parochial schools in Hamtramck, Michigan, a Polish community of Detroit. Several units of an early version of the Polish materials were used in a summer session at St. Florian's High School and the revised materials are in use now throughout the school year.

The Michigan Department of Education's Cultural Pluralism Conference in March, and Central States Modern Language Teacher's Association Conference held in Milwaukee, Wisconsin in April of 1969, were sizeable dissemination efforts to contact teachers and others.

Numerous requests for copies of the materials have been received, such as those from the Kosciuszko Foundation in New York, the Fitzgerald Public Schools in Warren, Michigan, and the Oak Park Schools, of Oak Park, Illinois. It is expected that approximately eighty sets of materials will be sent out in response to requests of this kind.

The Orchard Lake Schools, staffed by Polish priests, are very involved with our materials, trying them out in their classrooms and giving us constant feedback.

6. Phasing Out of Federal Support

The Polish Language and Heritage Program will continue to be revised and disseminated without Federal support, by the Center for Polish Studies of Orchard Lake, Michigan. The Center will receive all stencils, tapes and slides, and will make them available to any educational system wishing to use them.

The materials will also be available to the public through ERIC.

Dutch Language and Heritage

James McClafferty	Program Director
Alice Ahearne	Coordinator
Jill Atkinson	Writer
Jane Bailey	Writer
Guido Regelbrugge	Writer
Walter Lagerwey Calvin College	Consultant
Frans R. van Rosevelt University of Michigan	Consultant

Dutch Language and Heritage

1.(a) Objectives

The objectives of FLICS involvement in the area of Dutch language and culture were as follows:

1. To give consultant assistance to Michigan schools in the designing and implementation of a course called Dutch Language and Heritage.
2. To develop a curriculum outline in Dutch culture which would include audio-visual aids and be adaptable for use in classes in social studies, art, music, or literature as well as in the special program described above.
3. To provide an appropriate model for school programs to foster bilingual and bicultural activities promoting cultural pluralism in Dutch and other languages.

Outcomes

As a result of the cooperation between Michigan schools and FLICS a one semester Dutch Language and Culture course was implemented in January of 1968. This pilot course was offered to twelfth grade students as an elective. The class met five days a week, two days of which were devoted to Dutch language study, and the other three days to history, painting, music and literature.

The materials for the teaching of Dutch heritage consisted of introductory lectures prepared by faculty members, slides, tapes, prints of paintings, lectures presented by visiting specialists, and library materials. The language work was adapted from Leonard Bloomfield, Spoken Dutch.

The following school year, 1968-1969, a full year course was instituted at Holland Christian High School, Holland, Michigan.

The second objective, that of developing a curriculum outline, was accomplished with the help of two consultants, Walter Lagerwey of Calvin College and Frans van Rosevelt of the University of Michigan.

Dutch Language and Heritage
I. Objectives

The final product consists of such items as a selected, thematic bibliography of books, magazines, films, and slides, especially suited to the interests of high school students, and a bibliography of language texts and materials for teaching Dutch. Finally there are concise overviews of the major areas of Dutch culture.

FLICS cooperated with the Michigan Department of Education and Orchard Lake Schools in holding a Conference on Cultural Pluralism in March of 1969. As a result various ethnic groups are developing student programs in their own areas of interest. This effort was especially fruitful in regard to the impetus in Polish, Dutch, American Indian and Black studies.

An indicator of achievement of our third goal - to develop a model for curriculum in multi-ethnic studies - is the interest in use of the materials by the Michigan Department of Education Social Studies Committee on Education about Minority Groups. A senior staff member has been invited to become a member of that committee.

Since the definitive curriculum document became available only in March, 1969, it is somewhat early in these few intervening months to appraise the effectiveness of the effort undertaken. The evaluation of R. Edmonds, Human Relations Coordinator, Ann Arbor Public Schools, and social studies teacher, is quoted: "I like your non-directive format. Each teacher and student must make his own investment in such a program and that's the only way we are going to have good multi-ethnic studies - everybody do his own thing."

In an effort to make as clear a statement as possible concerning the evaluation of the program, the following criteria have been applied to the program.

Dutch Language and Heritage
1. Objectives

Criteria - Dutch Language and Heritage

1. Utility - The Curriculum Guide provides quick and reliable access to instructional materials.

2. Availability - Only materials available in Michigan and large accessible collections have been included.

3. Feasability - No large expenditures or unusual teaching skills are presumed.

4. Imaginativeness - Popular topics and areas are used to ensure motivating activities.

5. Contemporary Emphasis - Materials of high interest and relevance have been selected.

6. Approach - Socio-cultural treatment rather than traditional chronology seems more appropriate.

7. Supplementary language materials - Because of the heavy investment needed to master the language the bibliography provided seems to be a useful guide to modern materials.

8. Annotations - Lengthier annotations would have been more useful.

9. Dissemination - Distribution has been to ERIC, ACTFL (American Council on the Teaching of Foreign Languages) and local schools. Museums and colleges seem to respond adequately to need.

10. Teacher Comments - Teacher comments on utility of materials, generally favorable, are available from Holland Christian Schools and other sources. Some attached.

11. Need - Document was produced in response to request of community and schools of Western Michigan.

12. Testing - No tests have been developed.

13. Levels of Application - Advice on appropriate level for specific topics is lacking.

14. Readability - Advice on reading difficulty levels for various grades is lacking.

15. Field Tryout - No data are available.

A Dutch program had been mentioned in the operational proposal as a possible extension of the Humanities in Foreign Languages concept. Results have exceeded expectations in that a curriculum, Dutch Language and Heritage, exists. This curriculum outline is the result of local school and Title III cooperation.

It has been disappointing that to date some systems in centers of Dutch population have not initiated use of the materials. However, the materials will be indexed in the ERIC Clearinghouse on Linguistics, and Center for Applied Linguistics. Additional efforts in dissemination will be made through the Michigan Foreign Language Association and interested persons in the Netherlands Museum and the University of Michigan.

It seems likely that schools in the western part of Michigan will follow the lead of the Holland Christian Schools - in adopting a Dutch Language and Heritage Studies Program. The impetus to a cultural pluralism in the schools which recognizes various ethnic elements in the community is the greatest change likely to result from this small program undertaken by FLICS. It already seems to be a useful model for school offerings in Black Studies and perhaps study of the American Indian in Michigan.

As yet there has been little time for any educational or community agency to be much affected by the availability of the Dutch curriculum, as it was just completed at the time of this report.

An impressionistic evaluation of the pilot program in Holland, in a survey of staff and student opinion indicated student enthusiasm and teacher interest. Data are available from the Superintendent of Holland Christian Schools, Mark VanderArk. In a letter to FLICS in the fall of 1968, he said:

> "We feel very strongly about the importance of courses in humanities that are oriented to ethnic backgrounds of American families. Our Dutch Humanities course seeks to identify the elements of cultural determinism that our people have carried with them from the Netherlands. Knowing something about them, then how can we appropriate the strengths of these cultural strands to the development of a better America? Students are intrigued by their discovery of the inter-relationship of geography, linguistics and religion, and as these in turn show themselves in political development, artistic expression, and the written record of a country. The self-concept of a 'Dtuch background' student does improve with this study, from the side of being ashamed or at least indifferent about being 'Dutch' to being appreciative and perhaps justly proud of it."

Community agencies that assisted in this project were: The Dutch Museum of Holland; The Netherlands Information Bureau, Holland; Hope College, Holland; Calvin College, Grand Rapids; University of Michigan Germanic Department, Ann Arbor; Holland Evening Sentinel; Christian Home and School Magazine; Michigan Department of Education.

5. Dissemination

Dissemination was facilitated by a conference in Cultural Pluralism, March 20, where the Dutch materials were distributed to interested educators.

It is expected that Holland Christian Schools of Holland, Michigan, will continue to disseminate the materials through their demonstration program.

Copies of the curriculum guide have also been requested by the General Library of the University of Michigan; the Germanic Department of Calvin College, Grand Rapids; the Netherlands Museum, Holland, Michigan; the Michigan Department of Education; ERIC; Center for Applied Linguistics; Clearinghouse on Neglected Languages; and ACTFL-MFL.

A distribution list of additional concentrations of persons of Dutch background has been compiled. Each of these sites has been sent a copy of the curriculum guide.

6. Phase-Out

The demonstration program will be continued with local school support. Additional development is planned through in-service efforts in schools and through state supported workshops. Inclusion of the program in the Michigan multi-ethnic social studies curriculum guide will provide the widest access to the materials although a more interesting development would be a functional connection of high school and higher education studies in both the language and the area study programs.

This latter possibility is being investigated through such interested persons as the Michigan Foreign Language Consultant and school and university representatives.

As a curriculum development effort no further support is required. The curriculum guide is available to direct the establishment of school programs in language, humanities and in social studies.

Appendix

Evaluation Report*

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Daniel Hallahan	Research Assistant
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Barbara Stovall	Research Assistant
William Vroman	Test Designer

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*We would like to gratefully acknowledge the valuable contributions that many program personnel made to the preparation of evaluation instruments, especially Guido Regelbrugge and Ralph Robinett, and the outstanding cooperation of the teachers and school administrators involved in the testing program. We would also like to thank Reuben Chapman and James Kauffman for preparing the evaluation report of the Associated Staff Training Program.

Evaluation Report
Bilingual Curriculum Development

Although this program has already demonstrated every kind of success possible it is in many ways just getting started. Future funding seems to be assured for attempts to extend the materials to many age level populations. The end of Title III funding in no way marks a significant change in activity of this project. More curriculum development is planned and has been funded cooperatively with Title III and Title I since January 1969. Teacher training workshops are scheduled and funded beyond the end of Title III support. Use of the materials in public schools is assured for the coming year, without Title III support.

These events have markedly influenced the evaluation of this program. We have had to continue test development activities to keep up with the new goals and target populations of this program. In spite of this continual updating and expanding of the testing instruments we have had the opportunity to evaluate the effectiveness of the method when used with appropriate student populations.

First, during the summer of 1968, the preschool extension of the FLICS kindergarten materials was carefully evaluated as it was used with four-year-old migrant children. Although the materials were used extensively across the state, certain sites were selected for testing in an effort to focus on classrooms where the materials were being used systematically and properly. Three groups were employed. The first experimental group (E1) received the lessons and periodic testing of oral language development using a specially modified version of the Michigan Oral Language Productive Test (see Exhibit I) resulting in one receptive and three different productive scores, described in Table I. The second experimental group received the Lessons but was tested only at the end of the program. The control group did not receive the lessons and was only tested at the end of the program.

The experiment covered a period of roughly twenty-five instructional days. The results reported below are from Evaluation Report, #4, written by Daniel Hallahan:

As can be seen from Tables 2, 3, 4, and 5, E1 performed consistently better than E2, and they both performed better than CG. An analysis of variance was performed among the three groups for the number of rights, wrongs, omissions, and wrongs plus omissions for the receptive items and for the three productive categories -- Productive 1, 2, and 3. All 16 of these analyses of variance were statistically significant at the .05 level or better. (See Table 6.)

Paired comparisons were made by means of one-tailed t-tests between E1 and CG, E2 and CG, and E1 and E2 for all 16 of the anovas. (See Tables 7, 8, and 9) These analyses were made since these three comparisons were testing the three main hypotheses of the experimental design.

The following were the results of the paired-comparisons:

E1 vs. CG

The Ss in the E1 group scored better than the CG Ss. (See Table 7.) The significant difference between the two groups held up for all four criteria within all four categories -- Receptive, Productive 1, 2, and 3.

E2 vs. CG

In general, the E2 Ss performed significantly better than the CG Ss. (See Table 8.) However, the t's for the difference between the two groups on number of wrong responses were non-significant for all four categories. Also, the t's for the receptive items showed that the difference between the two groups was a weak one at best for this category.

El vs. E2

In general, the El group scored significantly higher than the E2 group. (See Table 9.) For number of omissions, however, the t's were non-significant in all three productive categories and only reached the .10 level in the receptive category. Also, the t's for the criteria of the Productive 3 category showed that the difference between the two groups was a weak one at best for this category.

Correlations between an individual's score on the receptive items and his score on the productive items were performed on all groups in order to see if there was any justification for our analyzing the data with this distinction between receptive and productive. As can be seen from Table 10, such an analysis was justified. The r's were low enough for groups El and E2 to imply that how an individual fared on one type of item did not necessarily indicate how he would do on the other type of item. Only for the Cg Ss did this appear to be true. This was no doubt due, however, to the CG's overall poor performance on all items, whether receptive or productive.

An optimistic observation, above and beyond the fact that the FLICS' program produced significant positive results, is the fact that these results were obtained with a rather moderate amount of structured English instruction. Although the child was in school about seven hours per day, he received less than one-half hour of structured English instruction. Furthermore, mean attendance was only 28.2 days and 24.6 days for groups El and E2 respectively. Thus, such significant effects as we have found could be even more dramatic if an even more intensive program were implemented.

However, it should be cautioned that there is a lack of solid evidence of generalization of gains. Thus, even though both groups, El and E2, were effectively able to understand and produce the English utterances that were specifically indicated within the lessons as goals, there is the possibility that these specific verbalizations were very nearly the only ones learned. While there was no systematic, empirical evidence gathered on this point, E and the teachers of E1 and E2 reported that the children made broader increases in language understanding and production than just those that were reflected in the testing situation. Since these children were so severly deficient in language skills at the beginning of the program, it was not difficult to casually observe such generalized gains.

The socially-oriented program no doubt achieved many worthwhile goals that are not of concern here. This research is relevant only to programs aiming at improving the child's ability to understand and communicate standard English.

Finally, it must be kept in mind that this study has reported only the short-term effects of this program. It would be naive to believe that the effects of this program would last without continued intervention.

The kindergarten English for Speakers of Other Languages and Standard English as a Second Dialect program was used extensively throughout Michigan. Unfortunately, because of the emphasis on new program development, systematic follow-up of the ways it was used was not possible. We did have the opportunity to test in several classrooms in Grand Rapids where we can be somewhat certain of how it was used. The results, shown in Tables 11, 12, 13, and 14, indicate two things. First, there is mild support for the hypothesis that the FLICS lessons lead to increased oral control of key structures and sounds. Second, the results indicate that it is difficult to assess the impact of this type of curriculum without extensive efforts aimed at determining exactly how the teacher implements the lessons.

The teacher training activities of this program have been extremely successful. During the previous project year all teacher training activities were accompanied by a pretest and a posttest. Their considerable effectiveness was summarized in the final report for that year. This year, the materials have been revised to follow a format that necessitates active participation of the teachers at every step of the program. This insures that the workshop cannot move to a new topic until the teachers can respond successfully. The best evaluation under these circumstances is to include a sampling of the types of worksheets that the teachers respond to during the workshop. They are included as Exhibit II.

Table 1

The Three Productive Categories and the Types of Errors within Each

Type of Error	Productive 1	Productive 2	Productive 3
Structural	X	X	X
Conceptual	X	X	X
Omission	X	X	
Wrong Word Usage	X		X

Table 2

Raw Scores and Percentages for Each of the Criteria Within the Receptive Category for All Three Groups

		Rights	Wrongs	Omissions	Wrongs + Omissions
E1	Number of...	44	1	0	1
	Percent	.98	.02	.00	.02
E2	Number of...	33	10	2	12
	Percent	.73	.22	.05	.27
CG	Number of...	20	8	12	20
	Percent	.50	.20	.30	.50

Table 3

Raw Scores and Percentages for Each of the Criteria Within the Productive 1 Category for All Three Groups

		Rights	Wrongs	Omissions	Wrongs + Omissions	?*
E1	Number of...	106	38	8	46	1
	Percent	.69	.25	.05	.30	.01
E2	Number of...	67	73	11	84	2
	Percent	.44	.47	.07	.54	.02
CG	Number of...	35	57	43	100	1
	Percent	.26	.42	.32	.74	.01

* Could not be categorized.

Table 4

Raw Scores and Percentages for Each of the Criteria Within the Productive 2 Category for All Three Groups

		Rights	Wrongs	Omissions	Wrongs + Omissions	?*
E1	Number of...	110	34	8	42	1
	Percent	.72	.22	.05	.37	.01
E2	Number of...	71	69	11	80	2
	Percent	.46	.45	.07	.52	.02
CG	Number of...	37	55	43	98	1
	Percent	.27	.41	.32	.73	.01

Table 5

Raw Scores and Percentages for Each of the Criteria Within the Productive 3 Category for All Three Groups

		Rights	Wrongs	Omissions	Wrongs + Omissions	?*
E1	Number of...	132	12	8	20	1
	Percentage	.86	.08	.05	.13	.01
E2	Number of...	111	29	11	40	2
	Percentage	.73	.18	.07	.25	.02
CG	Number of...	57	35	43	78	1
	Percentage	.42	.26	.32	.58	.01

Table 6

Summary of F-Levels for the Anovas Among the Three Groups -- E1, E2, and CG

		CRITERIA			
		Rights	Wrongs	Omissions	Wrongs + Omissions
		F-Level	F-Level	F-Level	F-Level
CATEGORIES	Receptive	8.64**	3.47*	4.26*	8.48**
	Productive 1	9.06**	3.74*	3.53*	8.98**
	Productive 2	8.85**	4.13*	3.53*	8.80**
	Productive 3	10.65***	3.68*	3.53*	10.98***

$^{*}p < .05$

$^{**}p < .01$

$^{***}p < .001$

Table 7

Summary of Comparisons (One-Tailed T-Tests)
Between E1 and CG

		CRITERIA							
		Rights		Wrongs		Omissions		Wrongs + Omissions	
		t	Signif. Level	t	Signif. Level	t	Signif. Level	t	Signif. Level
CATEGORIES	Receptive	4.12	.001	2.97	.005	2.11	.05	4.12	.001
	Productive 1	3.75	.001	1.59	.10	1.89	.05	3.77	.001
	Productive 2	3.76	.05	-0.50	N.S.	1.76	.05	1.71	.10
	Productive 3	4.05	.001	2.36	.025	1.89	.05	4.11	.001

Table 8

Summary of Comparisons (One-Tailed T-Tests)
Between E2 and CG

		CRITERIA							
		Rights		Wrongs		Omissions		Wrongs + Omissions	
		t	Signif. Level	t	Signif. Level	t	Signif. Level	t	Signif. Level
CATEGORIES	Receptive	1.54	.10	-0.31	N.S.	1.75	.05	1.58	.10
	Productive 1	1.78	.05	-0.62	N.S.	1.76	.05	1.76	.05
	Productive 2	1.75	.05	-0.50	N.S.	1.76	.05	1.71	.10
	Productive 3	2.80	.01	0.94	N.S.	1.76	.05	2.88	.01

Table 9

Summary of Comparisons (One-Tailed T-Tests) Between E1 and E2

		CRITERIA							
		Rights		Wrongs		Omissions		Wrongs + Omissions	
		t	Signif. Level	t	Signif. Level	t	Signif. Level	t	Signif. Level
CATEGORIES	Receptive	2.54	.025	2.17	.025	1.57	.10	2.65	.01
	Productive 1	2.35	.025	2.98	.005	0.34	N.S.	2.35	.025
	Productive 2	2.36	.025	3.19	.005	0.34	N.S.	2.35	.025
	Productive 3	1.45	.10	1.91	.05	0.34	N.S.	1.40	.10

Table 10

Correlations Between Number of Rights on Receptive and Productive Items and Correlations Between Number of Wrongs on Receptive and Productive Items

		CRITERIA	
		Rights	Wrongs
GROUPS	E1	-.225	-.188
	E2	.655	0.00
	CG	.676	.449

Table 11

Group with systematic use of FLICS materials Sept. - Feb. 1969

Category	% Correct Pretest (N = 15)	% Correct Posttest (N = 9)	% Gain
1	44	67	23
2	28	53	25
3	51	75	24
4	28	42	14
5	27	59	32
6	43	63	20
7	23	42	19
8	51	72	21
9	62	85	23
10	65	80	15
11	32	67	35

Table 12

Group with systematic use of FLICS materials Sept.- May 1969

Category	% Correct Pretest (N = 18)	% Correct Posttest (N = 12)	% Gain
1	42	57	15
2	42	52	10
3	40	52	12
4	44	42	-2
5	29	36	7
6	36	49	13
7	25	22	-3
8	59	51	-8
9	52	58	6
10	64	67	3
11	43	54	11

Table 13

Group Not Using FLICS Materials

Category	Pretest (N = 16)	Posttest (N = 16)	Gain
1	64	71	7
2	58	53	-5
3	62	59	-3
4	38	56	18
5	34	55	21
6	61	56	-5
7	29	25	-4
8	67	66	-1
9	56	83	27
10	72	76	4
11	45	51	6

Table 14

Comparison of Gains Among All Groups

Categories	Gain (Initial systematic use.)	Gain (Continuous systematic use.)	Gain (no use)
1	23	15	7
2	25	10	-5
3	24	12	-3
4	14	-2	18
5	32	7	21
6	20	13	-5
7	19	-3	-4
8	21	-8	-1
9	23	6	27
10	15	3	4
11	35	11	6

The Learning Laboratory Program operated programs in Ann Arbor at Pioneer High School from February through May of 1969 and at Forsythe Junior High from November of 1968 through May of 1969. Carrels were located in the libraries and were equipped with programs on French and Spanish art, music and social studies. The students visited the carrels on a voluntary basis during their study halls.

The programs on art and social studies were on tapes and slides. The music units were on tapes only. Programs were rotated every two weeks. The carrels in Forsythe Junior High had thirteen sets of programs in each of the six areas and Pioneer High had ten each in French and Spanish art and music and twenty each in French and Spanish social studies. Two social studies programs in each language were offered every two weeks. (See below for complete listing of programs and attendance data.)

At Forsythe Junior High, there were three teachers and 21 classes. Pioneer High had five teachers and 29 classes. The group was divided into experimental and comparison groups. Those who visited the carrels were experimental, the rest were used as a comparison group. At the junior high level some classes were randomly selected and denied use of the carrels. This provided a better "control" group.

Being voluntary, the Learning Laboratory program presented special evaluation problems. Exactly what the student would choose to expose himself to could not be anticipated. Therefore if a rigid pretest-posttest design was to have been followed many questions concerning each of the many minicourse episodes would have to be given to every student who would have access to the carrels, an extremely time-consuming and expensive process. Because of this, and because the goals of the program did not include specific factual knowledge to be gained from viewing particular episodes the more general tests of French and Spanish humanities were employed. (See Exhibit III). This would tell us if the student had gained in his ability to deal with general statements and concepts dealing with French and Spanish art, music and social studies.

The program was quite extensive at the junior high level, but was considerably curtailed at the senior high level because of a half-day schedule that virtually eliminated study halls. Tables 15 and 16 summarize the results. It is clear that cognitive gains achieved by attending the Learning Laboratory require different evaluative procedures to demonstrate them. Certainly, test items based strictly on material covered in an episode given after exposure to it would be a method more sensitive to gains, but the goals of the learning laboratory are broader than that.

For a voluntary program, it is important to consider how the students reacted. Attendance is the best measure of student acceptance. At the junior high level the students made 128 visits to the Spanish carrels and 272 visits to the Frence carrels during the seven month period involved. Last year 1967-1968, when the program was available for only two weeks, 11 visits were made to the Spanish carrels and 54 visits were made to the French carrels.

Table 15

Learning Laboratory - Junior High (French)

	Pretest		Posttest		Gain
Audio-Visual	mean	S.D.	mean	S.D.	
experimental	9.9	2.6	11.6	2.3	1.7
comparison	10.1	2.8	11.1	2.7	1.0
Written					
experimental	--*	--	12.7	3.1	
comparison	--*	--	14.2	3.2	
control	12.9	3.4	14.4	3.0	1.5

Learning Laboratory - Junior High (Spanish)

Audio-visual	Posttest
experimental	5.1
comparison	5.5
Written	
experimental	14.2
comparison	13.5

* data not available

Table 16

Learning Laboratory - Senior High
(French)

	Pretest		Posttest		Gain
Audio-Visual	mean	S.D.	mean	S.D.	
experimental	10.5	1.7	13.1	2.7	2.6
comparison	10.7	2.8	11.6	2.6	.9
Written					
experimental	15.0*	0.0	14.2	1.7	-.8
comparison	11.4	3.3	16.4	2.4	5.0

Learning Laboratory - Senior High
(Spanish)

Audio-Visual	Posttest
experimental	7.9
comparison	8.1
Written	
experimental	17.5
comparison	16.3

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* The fact that there was only one subject in this cell probably accounts for the surprising reversal of gains.

At the high school, this year (1968-1969), 51 visits were made to the Spanish carrels and 76 visits were made to the French carrels during the seven month period of try-out. Last year, 111 visits were made to the Spanish carrels and 275 visits were made to the French carrels during a 10 week try-out period. It is easily seen that the half-day schedule had a severe impact on utilization of the Learning Laboratory carrels.

At the junior high, comments on the episodes presented were requested. Of the 44 voluntary comments made by junior high students attending the Learning Laboratory, 3 were completely negative comments like "boring, terrible." The 24 constructive comments were similiar to the following: "pictures good but not enough of them," and "good information but too much makes it boring." Among the 17 positive comments were "interesting," "good," "excellent," "I enjoyed it," etc.

ASSOCIATED STAFF TRAINING EVALUATION

Introduction

The following evaluation of AST activities is organized according to the objectives proposed in the second year report (FLICS #8, pp. 117-141) and in the Application for Continuation Grant (FLICS #7, pp. 3-4 of the AST section). The categories of objectives are listed below as an index and each is taken up in detail in the test. Because of a cutback in budget for 1968-69, most workshop activity and the activities that depended on a full-time trainee were eliminated. The budget limited staff to 3½ full-time positions and required a shift in job duties from training functions to curriculum designing. Details on how this affected program activities will be found under the specific objectives that follow.

Introduction

I. Focused Involvement of the Schools

II. Trainees

III. Curriculum Development

IV. Commitments to Agencies and Persons for 1968-69.

V. Additional Objectives for 1968-69.
  A. Elaborate and adjust curriculum
  B. Prepare additional material to make the curriculum self-instructional
  C. Disseminate and demonstrate
  D. Training persons with the curriculum
  E. Three types of evaluation

VI. Evaluation Summary: Was It Worth It?

I. FOCUSED INVOLVEMENT OF THE SCHOOLS

A. Locate certain schools as training sites
B. Elicit questions and cooperation at these schools
C. Complete solution of varied problems to test relevance
D. Establish friendly entry contact people
E. Collect data on efficiency of general strategy
F. Serve schools and students by solving problems

Review of 1967-68 results: During this year we successfully met the six goals as described in FLICS Report #8 on pages 117-124. The conclusion was that our selective involvement with the schools provided the information needed to revise the curriculum toward more effective functioning.

Evaluation for 1968-1969: A and B: (Locate certain schools as training sites; Elicit questions and cooperation at these schools.) These two objectives concerned locating and eliciting cooperation from representative schools in the state. We continued to work with two of the six schools chosen in the previous year. These were the Traverse City Schools and Kellogg Elementary School in Hickory Corners. In addition we worked with students at Highland Park High School; Woodcrest Elementary School in Midland, Michigan; Central High School in Grand Rapids; Education Professors at Mercy College, Detroit; Eastern Michigan University, Ypsilanti; National College of Education in Evanston, Illinois; Michigan State University in Lansing; Wayne State University in Detroit; and the University of Michigan through a teaching fellow in Ann Arbor. As in 1967-68, these represent widely differing sites in which to try the effectiveness of the curriculum. Therefore we are satisfied that we met this objective.

C, E, F. (Solve problems to test relevance. Collect data on efficiency. Solve problems.) These objectives aimed at solving a number of problems to test the usefulness of the skills and the overall efficiency of the general strategy. There was a deliberate cut-back in activities which would approach these goals because of the budget limitations previously mentioned. The data on reaching these goals are therefore indirect since they depend on the reports of persons who administered parts of the AST curriculum with little or no supervision by AST. These results are discussed below under V, Objectives for 1968-69, Objectives C and D. See especially "Two Projects Conducted at a Distance by Phone and Letter."

D. (Establish contacts in other agencies who could facilitate the entry of AST training into other schools.) Through approximately equal effort at presenting AST to professional groups, face to face work with teachers and school administrators, demonstration workships, and mailing contacts we established the following contacts:

1. Robert Hawkins, Consultant for the Emotionally Disturbed in the Kalamazoo Intermediate School District.
2. Fredrick Briscoe, Curriculum Coordinator in the Marquette Public Schools.
3. Lawrence Schlack, Director of the Regional Enrichment Center, Kalamazoo, Michigan (a continuing contact from the previous year).
4. Frederick Dornback, School Psychologist at the Center for Children with Learning Disabilities, Geneva, Illinois.

5. Marjorie Jacobson, Federal Project Department, Bloomfield Hills Public Schools.
6. Del Schalock, Director of the ComField Elementary Teacher Education Project in the Oregon Higher Education System, Monmouth, Oregon.
7. David Carlisle, Program Associate in the Communication Program of Far West Laboratory for Educational Research and Development, Berkeley, California.
8. Frank Maple, Co-director of Educational Design for an NIMH and National Association of Social Workers Workshop for 85 school social workers from around the United States.
9. Howard Sattler, Assistant Professor of Educational Psychology at Arizona State University.
10. Herbert Eibler, Coordinator of Secondary Directed Teaching at the School of Education, University of Michigan.
11. Martin Sundel, Assistant Professor of Social Work, The University of Michigan.

These persons are situated in widely different parts of the educational system and have received large portions of the curriculum which they have told us they intend to disseminate and use in their work. This sends the curriculum off into the diverse kinds of settings we had intended. Whether it will take hold in these diverse settings has yet to be seen since the present committments we have are written statements rather than the results of implementation.

II. TRAINEES

- A. Employ several trainees to develop and revise instruction
- B. Place trainees in variety of consulting situations
- C. Develop set of selection criteria for trainees

Review of 1967-68: The objectives concerned hiring, training and placing trainees in consulting situations. Also, selection criteria were worked on. The two full-time trainees successfully reached the goals we had set for using materials and revising them with the curriculum designers in response to real consulting applications. The development of selection criteria changed to a strategy of working with personnel already in the school as described in FLICS Report #8, page 131.

Evaluation of 1968-69: A,B,C: (Employ and place trainees; develop selection criteria for trainees). The cut-back in budget made it impossible to hire a full-time trainee and it was difficult to locate personnel in the schools who could take on trainee responsabilities and maintain their school jobs. Only one such person was located, a Latin teacher who was working half-time in a Grand Rapids High School. This trainee was employed for one month during which time she helped in the final revision of the curriculum. Because she did not fit the selection criteria we described on page 131 of FLICS Report #8, she did not participate in enough consulting situations to give us feed-back on the effectiveness of the curriculum. That is, since she was not currently in a consulting position in the school she did not have access to teachers who would work on goals and problems with her. In addition, her distance from the AST staff (a two and a half hour drive) and the lack of travel money in the budget made it difficult to closely monitor her training experiences. This single case was a clear failure in establishing a trained consultant in a school system and emphasizes the importance of picking trainees according to the criteria referred to. Our conclusion is that training should be offered in situations where the trainees have already undertaken an activity they and the system think is useful but in which the person sees room for improvement.

There is a further discussion of the results obtained by persons trained in the AST curricula under V, Objectives C, D and E below.

III. Curriculum Development

A. Develop performance tests of component terminal skills

B. Specify long term evaluation procedures

C. Collect short term evaluation data of program components

D. Write the curriculum

E. Complete the curriculum as a self-instructional course

F. Write a description of the development process and implementation

Review of 1967-68: In that year AST developed the major first drafts of the curriculum according to a model of validated instruction. Performance tests were written for each of the component skills of the curriculum and were used to guide the curriculum writing effort. Data was collected with these performance tests and formed the basis of revisions in the following year. Only a small amount of packaging as a self-instructional course occurred during 1967-68. An overview of the curriculum development process was written in a form of the second year report (FLICS Report #8) and three papers delivered in 1968 at the American Education Research Association. At the end of that year the AST schedule of development was where it had been planned to be.

Evaluation of 1968-69:

A. (Develop performance tests) A change in function for the performance tests was decided based on the experience in the previous year. The long and comprehensive pre-test using complex situations was found to be very difficult to administer, time-consuming and aversive to potential trainees. It had served its purpose in keeping the curriculum aimed at the original goals. It is now deemed no longer needed as a part of the curriculum. Instead, any student wishing to take a pre-test to see if he has all the skills or any part of them will be guided by the course manual to the most pertinent performance tests throughout the curriculum. Thus he will get an overview of the curriculum by actually turning to and working through the tests imbedded in it. The means for scoring these tests are included in the course manual.

B. (Devise long-term evlauation procedures) The long-term evaluation procedures which were developed in the preceeding year were used only once to follow-up the effect of training over a year's time at Kellogg Elementary School. This is an area in which our objectives were not well met. The long term evaluation was cut short because so few sites received training or trained personnel early enough to justify a long term follow up.

The following questionnaire was used as a probe during long term evaluation of the Kellogg contact. Each teacher was interviewed separately and the session was tape recorded. We were especially pleased with this instrument as a guide because both positive and negative reactions were elicited (Note: The results of this evaluation are reported in part V-E "Three types of evaluation.").

Interview Guide for Elementary School
Teachers exposed to AST Curriculum

Name:______________ Years in Teaching_____ Present Position:___________

Where and how much of the AST curriculum did you receive?
Number of private consultations______

Have you experienced anything which might be described as "insight" as a direct result of your contact with AST, or has it seemed like a refreshing review of some of the education courses you took a while back?

Any examples of this actually in your classroom?

How successful would you say AST was in developing your talent for really applying in the classroom some of these insights that you report?

Have you any evidence of student change as a result of your capitalizing on these insights? What kind? (Student progress-plotters? GET THEM IF AVAILABLE)

When you have a problem, do you ever talk it over with other teachers who also have been exposed to the AST Curriculum?

How often when you're trying to solve a problem - like getting kids to volunteer in class more often, or handling a discipline problem, or really anything connected with teaching - how often do you think you were using any of the principles that may have rubbed off during your exposure to the AST curriculum?

☐ Hard to say, not sure ☐ Occasionally ☐ Quite often ☐ All the time

What would you say was the most outstanding NEGATIVE aspect of AST's efforts here at Hickory Corners?

Would you like to see more of AST?

☐ Not at all

☐ "OK by me" (a shallow "yes" with no trace of enthusiasm at all)

☐ "I think so" (thoughtfully positive tone, but not ecstatic)

☐ "Sure would" (enthusiastic)

Reservations, suggestions:

C. (Collect short-term data) Short term evaluation data was collected in both 1967-68 and 1968-69. It is not reported here in detail since it immediately went into the process of revising the materials. Therefore, the final product is the basis of the short term evaluation data. A sample form used to collect this data on each course and unit is shown in Exhibit IV, page Short term evaluation data as a result of using the final product is only now coming in and is not available at the time of this writing. Short term evaluation data (to be used for curriculum revision) came from two primary sources: students enrolled in an educational psychology course at the University of Michigan and the teachers at the Kellogg Elementary School. The Kellogg contact proved useful in that there was a "permanent" real world situation for material try-out. That is, we could ask the questions (1) Given the self-instructional material, could teachers successfully complete the criterion items and (2) Could the exercises we designed be carried out in educational settings. These sources of data were continually fed back into the curriculum in attempt to: (1) produce material relevant to teachers' problems; (2) design exercises that could be done in educational settings and that would solve educational problems. We were able to make revisions which responded to practically all of the criticisms received from the educational psychology class and the Kellogg teachers (see their criticisms in parts IV-I and V-E).

The largest amount of short term evaluation data is in the form of tape recorded interviews and memos written after training interviews. This reflects the emphasis on problem explication which was central to the AST approach. The first course in the curriculum is titled Defining the Goal. The pre-test in that course is a real life interview with a teacher provided by the student or by the training coordinator. This interview is guided by a list of checkpoints used by the interviewer and also given to the teacher being interviewed. In order to make it a fair test, the student hears a model interview on tape before starting his own interview. As a post-test the trainee or student conducts several other interviews during the rest of the course. The instructions for this first interview were revised until every person who followed them conducted at least an adequate first interview. "Adequate" involves several criteria. For example, a student beginning this course will not jump to solutions in the first interview. Instead, he will come up with some means of measuring student behavior. The following data show typical performances of students on these interviews.

See next page

3

Eastern Michigan University Memos

		Priority set	Example of goal	Example of present behavior	Measurement steps	Measure relevant
First Memo						
N=37	%	86	11	32	43	43
	+	32	4	12	16	16
	0	5	33	25	21	21
Second Memo						
N=23	%	96	78	91	96	96
	+	22	18	21	22	22
	0	1	5	2	1	1

CRITERIA FOR CODING MEMOS

1. Was one concern (problem, goal) chosen over others or was an explicit statement made that only one concern was at issue?
2. Was an example of desired behavior given?
3. Was an example of present behavior given?
4. Were steps to be taken in measuring a behavior explicitly stated?
5. Was the measurement plan relevant to the goal of the interviewee?

These memos were written to summarize interviews with fellow teachers. The interviewers were teachers and principals from the Belleville, Michigan, School System, K-12. They were taking an Extension course from Eastern Michigan University (EMU) taught by Dale Rice, Assistant Professor of Special Education. This use of AST materials is also described under V-C, D and E.

The test students who worked through the final drafts of the remaining courses were all able to perform the tasks required by the materials. Since the first half of Course Three, (Achieving Goals: Changing Student Behavior) was revised extensively, at this time there is no student performance data available for the entire course. The other two courses have demonstrated their effectiveness in final form with a number of test students.

D. (Write the Curriculum) The curriculum has been completed and has the following course titles: Course One, Defining the Goal; Course Two, Judging Student Progress; Course Three, Achieving Goals, Part I Changing Student Behavior and Part II Managing Instruction. The curriculum also includes a course manual which lists the objectives of all the courses, the testing points and the procedures for administering the whole course.

E. (Make Curriculum Self-Instructional) The Course Manual referred to above is the final step in making the curriculum self-instructional. It inlcudes all the information the student needs on obtaining materials, setting up interviews, and otherwise putting the curriculum into motion. Each course can operate as a self-instructional unit independent of the whole curriculum but it will be recommended that if only one course can be undertaken, it be Course One. See V-B for further details.

E. (Describe Development Process) The description of the development process written in 1967-68 has been elaborated in talks given at the 1969 Michigan Academy of Science, Arts and Letters.

These talks are being rewritten for submission to journals.

IV. Commitments to agencies and persons for 1968-69

A. Train administrative members of Traverse City schools

B. Train staff member of school delinquency project in Ann Arbor

C. Consult and train faculty at Lincoln Consolidated H.S. (Ypsilanti)

D. Consult and train at Will L. Lee School (Richmond)

E. Conduct workshop for members of Kellogg Elementary (Hickory Corners)

F. Train staff at the Regional Enrichment Center (Kalamazoo)

G. Train administrative member of East Lansing Public Schools

H. Repeat workshop sponsored by State Department of Education

I. Provide the curriculum for use at a school of education.

J. Consult with Department of Communications, Macomb County Community College

The cut-back in budget dictated dropped some of these committments since they required on the scene personnel who could not be employed and workshop resources that could not be bought. Therefore, no attempt was made at objectives B, C, D, H, and J. Of the remaining objectives, those labeled F and G were not attempted because of lack of interest or time on the part of the relevant people in Kalamazoo and East Lansing.

This leaves objectives A, E, I. For an evaluation of A, see the following report. An evaluation of E is included in the report in part V-E evaluating the long term effects of AST training at Kellogg Elementary School. For an evaluation of I, see the report following A below on the use of the AST curriculum in an educational psychology class at the University of Michigan.

A. (Train personnel at Traverse City) Below is a summary of AST's activity with administrators from the Traverse City, Michigan schools.

Traverse City

Contacts:

1. Curriculum Director for secondary subjects attended August 1968 AST Demonstration workshop at MSU.
2. Three department chairmen and one teacher attended a workshop at Ann Arbor in October 1968.
3. Sample course objectives were criticized by AST in January 1969 by mail.
4. Consultation by AST on individual projects was maintained by mail and phone October - February, 1968-69.
5. Curriculum Director, a department chairman and a teacher attended a workshop in Ann Arbor, May, 1969.

Committments:

A workshop for supervisors of student teachers will be given by the Curriculum Director and one department chairman in Fall, 1969 using Course One: Defining the Goal.

Accomplishments:

One Department Chairman has:

Written questions to use in defining the goals of a title III project. He has listed a large number of measures of success. His job is to write an evaluation of the project as it finishes its third year.

Written objectives for his social studies courses that are in clearly measurable terms.

Conducted a workshop for 70 secondary teachers and wrote guidelines and worksheets for this workshop. Approximately two-thirds of the participants wrote objectives which met AST standards of specificity.

Completed parts one and four of Course Two: Judging Student Progress and successfully passed the relevant post tests.

The teacher and two department chairmen at the October, Ann Arbor Workshop helped conduct a second workshop on objectives for secondary teachers and wrote well stated objectives for their own courses.

The teacher at the May, 1969 workshop wrote new objectives for two senior English courses: Literature and Composition. She also wrote an autobiographical essay on the benefits of reading "great" literature. She intends to use this essay in explaining the goals of the literature course to students.

The Curriculum Director wrote plans for revising the whole secondary English curriculum from remedial reading and composition through senior English literature and composition.

Evaluation Report
Associated Staff Training

Testimonials:

The Curriculum Director has written:

> "The Traverse City Public Schools have been involved in an effort to clarify goals in all subject areas at the secondary level . . . AST personnel have provided the following assistance and training without which the program would have been impossible:
>
> 1. Workshop in October 1968 for key personnel on the teaching staff to enable them to provide in-service training for the rest of the teaching staff to:
>   a. define course objectives in operational language
>   b. engage in task analysis and establish course priorities
>   c. evaluate performance criteria
>   d. provide background in learning theory
> 2. Evaluation of written objectives of the staff in terms of:
>   a. terminal behavior
>   b. conditions
>   c. performance criteria
>   d. relevance or justification
> 3. Training for Director and staff to evaluate progress of total secondary program -- vocational, academic, federal programs;
> 4. Guidelines to assist the Director in evaluating performance criteria;
> 5. Key members of staff with sufficient background to carry on an on-going in-service training program;
> 6. Training staff with materials to conduct in-service training program in planning for behavioral change."

Evaluation Report
Associated Staff Training

I. (Provide Curriculum to a School of Education)

In October 1968, an undergraduate Educational Psychology class had four sessions of AST training. They worked through the pretest, Draft 5 of Course I and Draft 2 of Course II.

Each student was to do the following:

> "Read at will in brochure and descriptive material; work on two out of six Overview Pretest items; conduct interview with role-playing teacher using two sheets of instructions; work through Defining the Problem program; criticize your interview; write a goal for a student and describe how to measure progress toward that goal; work through Describing Behavior; look at the student or his work and measure his progress toward the stated goal."

The students in the Educational Psychology class made the following comments at the end of the four sessions (4 weeks): (15 replies)

Best Aspects of the Training:

Learned that teachers should measure problems
Learned that teachers can handle their own problems
Good interview procedures
Learned how to become more aware of problems
The new problem-solving method presented
Defining problems and finding solutions
Whittling down to specific problems
Defining and measuring problems
Measuring before solution
Measurement in problem-solving
Interviews
Measurement

Worst Aspects of the Training

The pretest
The methods taught cannot be used by me at present
The material was unrealistic and the interview was useless
Examples were inappropriate

The training was not appropriate or relevant
There were too many forms
The materials were dull and laborious to do
Ranking problems
How to interview
First interview done with no experience
I already knew how to sort behavior into observable categories
Filling out the forms
The large first pamphlet (pretest)

Their evaluations were distributed as follows:

2 were uncritically positive
9 were constructively critical
4 were just plain negative in their criticisms

Some of them commented on the relevance of the training to their present circumstances, but 8 did not comment on relevance at all. The remainder were distributed as follows:

2 saw the training as relevant
5 said the training was not relevant.

Our major evaluative conclusion was that AST training had little impact on student teachers who were not regularly in classrooms. These Education students lacked the examples of classroom situations that could make the training relevant. It was also impossible for them to carry out the real world exercises that required the actual use of students in classroom situations. Since those of our students completing the curriculum and the exercises made many more favorable comments than this college class, we tend to feel the availability of real problems and completion of exercises is critical to achieving and eventually using the skills taught in our curriculum.

V. ADDITIONAL OBJECTIVES FOR 1968-1969.

A. Elaborate and adjust curriculum
B. Prepare additional materials to make the curriculum self-instructional
C. Disseminate and demonstrate
D. Training with the curriculum
E. Three types of evaluation

A. (Elaborate and adjust the curriculum)
The main sources of feedback for this process were the persons trained during the year. Two populations of trainees provided major information for revision which was incorporated into the curriculum. These were an undergraduate educational psychology class at the University of Michigan and the full teaching staff of Kellogg Elementary School in Hickory Corners, Michigan. From the educational psychology class we concluded that it is essential to train people who are currently in touch with classroom teachers and students and that the skills needed to define goals (taught in Course 1) were paramount and pre requisite to the use of the other skills in the curriculum. The two major conclusions drawn from working with teachers at Kellogg School were that classroom teachers are too pressed for time to complete more than about four hours of intensive training per month unless they are given extensive release time and University credit which is applicable to their own advancement. We also learned that their third course, Achieving Goals, works efficiently in an

elementary school setting but needs explicit translating into and connection with a number of teacher goals in order to avoid rejection. (An example was the interpretation of positive reinforcement techniques as "bribery" by some of the teachers.) Course Three has been revised in order to take account of these findings.

Adjustments in the directions for using the curriculum were tried out in Traverse City and in an extension course at Eastern Michigan University with great success. As described above, several department chairmen and teachers from the Traverse City school system completed a significant portion of the AST curriculum and then conducted workshops for the teachers in their system. At Eastern Michigan University, a course using our materials was taught in defining the goal and changing student behavior skills to a large number of teachers and administrative staff from one school district.

The adjustments to a non-foreign language teaching audience consisted mainly of adding examples from elementary and secondary school settings. This affected Course Two: Judging Student Progress, to a great extent. The final form of the curriculum and the course manual make explicit the generalization of the skills to non-foreign language situations as were suggested by teachers who went through the earlier drafts.

B. (Prepare additional materials to make the curriculum self-instructional.) The final procedure in making the curriculum self-instructional was to write instructions into each course that allowed the student to judge his own progress through the materials. In addition to the courses themselves there were four supplements used with the early drafts: a course description which listed in detail the performance objectives of each course, a pre-test, instructions to course monitors, and certificates of mastery for each course. These have been revised on the basis of the comments of users and now form the course manual which is the final product essential to using the curriculum without outside help.

The course manual now serves six functions:

1. It states briefly what skills will be learned in terms familiar to classroom teachers.
2. It describes the pre-test and post-test procedures so that a student can try his skill at the beginning and end of training.
3. It contains detailed lists of objectives for the courses so that students or the monitor can choose the skills to be learned as they are relevant to his own situation.
4. It describes the times for completion of units within the courses.
5. All equipment needed in the training is listed.
6. Arrangements for self-pacing and collaborating with a partner are described. These contribute to maintaining student progress and help to insure practice of the skills during and after training.
7. Additional pages note other specific matters such as reproduction of materials, etc.

C. (Disseminate and demonstrate)
This objective had to be curtailed in one sense because an in-house trainee was not employed. Nevertheless, considerable dissemination occurred. Very little demonstration was attempted because of budget arrangements for the year.

The following is a list of requests for information about the curriculum:

Requests for Information about the Curriculum, 1968-1969

Name	Position	Intended Use
Sister Therese Quinn, H.M.	Coordinator of High School Resource Center	Teacher resource in Resource Center
Barbara J. Rinker	Research Director, IDEA Title III office	- - -
Chas. F. Haughey	Director of Research Services (county school system)	To disseminate through his Title III project
Johann F. Ingold	Director of State & Federal Compensatory Programs, Sault Ste. Marie, Michigan	Personal use
Karl-Heinz W. Evers	Research Assistant	As an activity in a modern language curriculum and research class
William Lynch	Professor of Education	Personal use
Thomas Stachnik	Asst. Director, Dept. of Mental Health	Personal use
Stanley Ikenberry	Dean, College of Human Resources and Education (West Virginia)	Disseminate to his staff
John McWilliams	Foreign Language Coordinator	Personal use
Jacqueline Megna	Secretary, Northeastern University Ed'l Technology Information Center	For use at the Center
George A. Fargo	Assoc. Prof. of Education, U. of Washington	Personal use
James F. De Young	Research Assoc., U. of Minnesota	For curriculum Project
Mrs. Alex Norbut	Director, Pupil Personnel Services, Lyons, Ill.	On the job

Name	Position	Intended Use
Marvin F. Daley	Deputy Director, Upper Midwest Regional Ed'l Lab, Minneapolis	For use at Lab
JoAnn Hollar	Language teacher, Flint, Michigan	Personal use
Alonso Perales	San Antonio Independent School District	- - -
Rosa Inclan	Coordinator of Bilingual Education Dade County Schools	Personal use
Nancy Dixon	New Jersey Early Childhood Learning and Development Center	For use at Center
Mrs. Diane Schoenfielder	Supervisor of classes for the emotionally disturbed, psychologist, Philadelphia Schools	Curriculum development for the emotionally disturb
James Breiling	Professor, U. of Iowa	For use in courses he teaches

The following persons accomplished much of the dissemination for AST during this year. It is important to note that they were not employed by AST. Instead they found it in their own professional interests to disseminate the AST curriculum and training.

Joseph Murphy, a professor of Romance Languages at Michigan State University trained the eleven teaching fellows in his introductory French course with AST's Course One, Defining the Goal.

Dale Rice, assistant professor of Special Education at Eastern Michigan University, conducted a course for forty-three members of the Belleville School System using Course One and the Changing Student Behavior section of Course Three.

Paul Sullivan, Associate Professor of Education at Wayne State University used Course One in a graduate course for Ph.D. candidates in Administration and Curriculum totalling twenty-two people.

Howard Sattler is going to use Course One and the Changing Student Behavior portion of Course Three as a major segment of laboratory course in Educational Psychology at Arizona State University.

Walt Oberlin, curriculum director of Traverse City Secondary Schools and Robert Schwenter, department chairman of Secondary Social Studies in the same system will conduct a course for supervising teachers in the system this fall using Course One.

Frank Maple, University of Michigan School of Social Work is using Course One with an NIMH workshop for School Social Workers, 1969-1970.

Another mode of dissemination was through professional contacts in Education and Psychology. Dr. Geis, Mr. Smith and Mr. Chapman delivered papers describing AST's work at the Michigan Academy of Arts, Sciences and Letters on March 28, 1969.

David Carlisle of the Far West Laboratory for Educational Research and Development is making AST's curriculum known to large numbers of educators through his communication program as described above.

Our Michigan dissemination efforts started this year in August, 1968 through a workshop at Michigan State University for principals, superintendants, Title III directors, curriculum coordinators and teachers. The nineteen people who attended have told many others in the state about our curriculum.

The process of dissemination and demonstration is assured of continuity as we reach the end of the funding period.

The Michigan State Department of Education will be a repository and distributor of the curriculum after the FLICS project has concluded. (This arrangement is symptomatic of the continuing help and support profferred during the project by Barbara Ort and her colleagues.)

The dissemination and demonstration objective was met with greater success than we expected through a shift in strategy to interesting others in the dissemination effort. We thought that demonstration was an important part of this effort and we still do, but we were unable to employ a trainee to carry this out. In spite of this, a large number of people have been exposed to the curriculum and have applied the skills learned through it to a large variety of situations. The final strategy that we employed seems especially successful as measured by probability of continuing use of the curriculum in school systems in Michigan and across the nation. A combination of dissemination and demonstration was tried by telephone and mail. One of the teachers from Woodcrest School in Midland, Michigan maintained contact by these media and produced the following results.

Two Projects Conducted at a Distance by Phone and Letter

Project One

Problem: "As a 6th grade teacher with very little experience, I attended an AST workshop to learn an immediately workable method of solving classroom behavior problems. I selected a boy in my room, age 13, as the most serious discipline problem that I had.

The boy, David, read at a grade level of 3.8. When requested to do any form of written work as a class assignment he failed to do so and usually did his best to disrupt the class as well.

Examples of negative behavior:

"David would doodle on his sheet of paper.

He'd poke the person sitting next to him.

He'd get out of his seat and come up to my desk. If he had a question about his work, I'd help him. However, he most often just wanted to talk about what he'd done the day before. These interruptions occurred daily, often four or five times.

David told me that he thought "everybody picked on him". So he would retaliate by making mean remarks such as telling one girl that she was fat and ugly, telling another girl that she had a moustache, and landed in the principal's office for disrupting the lunchroom and for fighting on the playground.

After discussing the many problems that I had with David, the AST consultant suggested that I choose the one behavior of David that I felt would help the most if it were eliminated. The consultant explained this by saying that if I found that I could achieve success with David on even one part of the total problem, that in time, there was a good chance for a resolution of the whole negative pattern of behavior.

At that point, I decided on one aspect of David's behavior that really bothered me the most. When we were having oral discussions in the classroom, David would continually interrupt the person that was speaking, whether it was myself or another class member. He'd tell the person speaking that they were wrong, or he'd tell me that he couldn't see any point in what we were discussing. When I asked the class a question, instead of raising his hand, he'd yell, "I know, I know". Then, when called on, he wouldn't know the answer, or even come close. Sometimes we'd be discussing a record we'd just listened to, and David would raise his hand and tell us about the camping trip he'd been on with his parents."

Measurement: "The consultant suggested that first, I keep a careful record of the number of undesirable interruptions made by David during one day. At first they averaged between four and five per day. Then the consultant asked me to note when the interruptions occurred. I observed that it was usually after the class had been doing quiet seatwork, or the discussion was based on something the class had read as a whole."

Trial solution: "So it was decided to allow David two interruptions per day. No matter what they were, I was to make no censuring statement to David. David liked the "game" at first, but then, the fun wore off and I told the consultant, that I needed some new tactics, and also came up with a few of my own.

During this time, I had several private discussions with David regarding his behavior, and he said that he felt that I was fair most of the time. When I asked what he meant by fair, he said that I "purposely ignored him sometimes". So, I told him that I would call on him when he raised his hand, and only if what he had to say had some bearing on the discussion in progress. He agreed to try, and he added the condition that he would still be allowed two "flubs" per day because he knew he couldn't be perfect overnight.

During the next two weeks, I rewarded David for some (excellent) contributions he made to our discussions, and completely ignored the now-decreasing negative remarks.

At this point in time, David still has an occasional lapse, but now, he looks at me and smiles because he knows he's only got one more outburst left and the second one rarely occurs. He no longer comes up to my desk at all, because by giving him a mere 10 minutes per day that are all his (before the afternoon session starts), he can tell me all the things that used to really annoy me during class time. David's parents are arranging for their son to be enrolled in Central Michigan University's reading clinic this summer and David is looking forward to the chance to improve his reading skills. I feel very good about him now and most important, I have the knowledge that I worked out a satisfactory solution, and having done it once, can do it again."

Project Two

Developing a Science Unit

Goal: "As a direct result of working with the AST consultant, I planned a unit in Astronomy for the two 6th grade Science classes that I teach. The basic idea is to place the responsibility for learning on the individual class members. This was done by the teacher defining her goals before anything else was initiated. I decided that it was reasonable to expect one independent project from each student, to read two chapters in their books regarding Astronomy and to have a final test over the material covered."

Measurement and Trial Solution: "I selected eight students in each class to be responsible for teaching the information contained on three transparencies each, writing five to six questions as a pre-test from the information they taught, and then selecting the most relevant, or most important pre-test questions to be used as a final test.

Pre-test written by one student "teacher"

1. Where is the Spiral Nebula located?
2. What are galaxies composed of?
3. What is the width and diameter of the Milky Way?
4. Where is our solar system located in the Milky Way?
5. What are the two different kinds of Nebula? What do they mean?

Because I knew exactly what I expected of the class, and because they knew exactly what they were expected to know, we thoroughly enjoyed the four weeks of study. In addition to the eight teachers, we had film strips which could be checked out by an individual, two records, 35 library resource books, 12 transparencies, maps, a trip to Delta College Planetarium, and many different models of space stations, satellites, rockets. We also discussed Astrology, mythology, what life might be like on other planets, the possibilities of space exploration, and many other related topics."

Final test results: "Number of test participants: 60, The 60 members comprised two 6th grade Science classes. Every student turned in a completed project, and in some cases, several projects. The two classes expressed very favorable reactions to studying a unit that was taught, tested, and graded by students. The teacher acted as a resource person and helped gather books and audio-visual materials.

It is most important to realize, that previous to this unit, the teacher was recording total failure for as many as 35 to 40% of the 60 class members.

Examples of statements by class members:

"Do we have to end the unit now? It's the first time I've liked Science."

"May I do another project? When I got halfway through this one, I found that I wanted to know more about it."

Test Results

% of A's - 16.6%

% of B's - 28.3%

% of C's - 30.1%

% of D's - 20%

% of E's - 5%

One further comment: "This is the first time that I've looked forward to taking a test because I know that I know the answers".

D. (Training persons with the curriculum)

This activity was curtailed by funding as described above. In spite of this, the following persons completed significant parts of the curriculum.

Date of Training	Trainee Description	Number of Trainees	Course and Draft Designations (I_2=Course 1, Draft .
April 1968	Foreign Language Teachers, recruited by State Dept. of Education, Michigan	28	I_1
May 1968	Staff of Kellogg Elementary School, Hickory Corners, Michigan	24	I_2 , III_1
	Special Education Teacher (Graduate Student in Ed. Psych. at U. of Michigan)	1	I_3 , II_1 , Pretest
	Field Coordinator for a Nursery School bilingual curriculum project, Michigan Migrant Program	1	I_3 , II_1 , Pretest
	Undergraduate students, University of Michigan	2	Pretest, I_3
June, July 1968	Reading consultants in schools who were summer students at the School of Education, U. of Mich.	5	I_4 , III_2
August 1968	Secondary Curriculum Supervisor Assistant Superintendent Elementary Teacher (2) Elementary Principal Foreign Language Coordinator High School Foreign Language teacher (4) High School Foreign Language Department Chairman (2) Title I or III director (2) Curriculum Coordinator	19	Pretest, I_5 , II_2 , III_3

	State Dept. of Education Foreign Language Consultant Junior High School Foreign Language teacher Field Coordinator, Bilingual Program College Foreign Language teacher		
	This demonstration workshop recruited participants from all parts of Michigan		
August 1968	Special Education Assistants Teacher aides Special Education Consultants Director of Special Education	13	I_5 , III_3
	All from Eastern Upper Peninsula Intermediate School District, Michigan		
	NDEA Media Specialists Purdue University, Lafayette, Indiana	45	I_5
October 1968	Elliott Stern, Research Director, Ypsilanti Public Schools	1	Pretest, I_5
	Kellogg Elementary School Staff, Hickory Corners, Michigan	20	I_5, II_2, III_3
	Ed. Psych. class in University of Michigan School of Education	19	Pretest, I_5, II_2
	Traverse City, Michigan Dept. Chairmen & teachers	4	I_5, II_3
November 1968	Fred Dornback, school psychologist, Title III Center for Children with Learning Disabilities, Geneva, Illinois	1	I_6, II_3, III_3
January 1969	Peggy Miller, Title III Consultant, State Dept. of Education, Michigan	1	I_7

	Nick Toyeas, High School Russian Instructor, Detroit	1	I_7
	Woodcrest School Teachers and Principal, Midland, Michigan	3	I_7
January, February 1969	Sharon Robinson, undergraduate in Education University of Michigan	1	I_7, II_3, III_3
January-April 1969	Patricia Leslie, Latin Instructor, High School, Grand Rapids, Michigan	1	I_7, II_3, III_3
February 1969	Sisters Mary Elizabeth LaForrest & Mary Ramona, Professors at Mercy College, Detroit	2	I_7
February-April 1969	Teachers enrolled in National College of Education Extension Course, St. Charles, Illinois	24	I_7
February-April 1969	Teachers and Principals in E.M.U. Extension Course, Belleville, Michigan	43	I_7, III_3
March 1969	Reading specialists taking Ed. School courses University of Michigan	2	III_4
	Professor Joseph Murphy, Romance Languages, Michigan State University	1	I_8
April 1969	Teaching Assistants in M.S.U. Introductory French Course	11	I_8
March-April 1969	Ann Arbor Substitute Teachers, Secondary	4	II_4
April-May 1969	Los Altos, California Substitute teachers, Elementary and Secondary	2	II_5

May 1969	Bernard Banet, Teacher Supervisor, Ypsilanti Preschool Project	1	I_8
	Traverse City Teachers & Curriculum Director	3	II_6
May 1969	Ph.D. Students in Curriculum and Administration at Wayne State School of Education	22	I_8
	Total	305	
		- 22	(persons who were trained during 2 of the above contacts)
		283	

We consider the training objective to have been well met, especially considering the budget. The number trained approximates our goal stated in the application for a continuation grant in 1968. The important feature is that many of these persons were trained by non-AST trainers. In particular we should draw notice to those trained by Joseph Murphy, Dale Rice, Frederick Dornback, and the Traverse City team of teachers, department chairmen and and Curriculum Coordinator. Not only were sizable numbers trained, but the feasibility of applying the curriculum successfully without the intervention of its writers was shown.

E. (Three types of evaluation)

Innovators in education developing self-instructional materials can look at three critical points to determine to some extent at least the effectiveness of their efforts:

1) Can the student successfully perform the criterion items in the text without the benefit of interacting with the authors of the text? That is, is the material truly self-instructional and self-explanatory enough to be sent out without its authors?

2) Can the student produce the criterion behaviors under actual classroom conditions?

3) What are the possibilities that the skills learned from the curriculum will be used and maintained by the local environment once the AST staff is unavailable?

1) Looking at the first question and some partial answers the evidence is positive: the students can successfully perform the criterion items in the text without interacting with its authors. Below are sample performances from an Eastern Michigan University Extension class which completed Course One: Defining the Goal.

First and Second Memos

First INTERVIEW MEMO
February 26, 1969
Interviewer: M.F.
Teacher L.K.

Summary:

You have a brain-damaged son. Your problem is his messiness and disorderliness and his attitude when asked to clean it up. He seems to resent your expecting him to clean up after himself.

You are reasonably sure that this child is capable of learning to accept this responsibility graciously and willingly.

The goal, therefore, is to encourage this boy to clean up after himself without suggestion from you if possible, but if it becomes necessary to remind him, to have him do so with good grace.

Actions:

The measure of progress toward this goal will be to keep accurate count of the number of times you are forced to clean up a mess created by him. You will divide your school days into pre-school and after-school and your week-ends into forenoon and afternoon.

This should give you an accurate measure to how many times you must "pick up" after him in a week's time.

We have yet to decide whether or not this boy is excessively irresponsible in this area as compared to a normal boy of comparable age.

Second INTERVIEW MEMO
March 12, 1969
Interviewer: M.F.
Teacher: L.K.

Summary:

L.K. has a brain damaged son (D.) who is exceedingly messy and disorderly in their home. She is convinced that he is able to do his own cleaning up and should be doing it without prompting or pleading from his parents. This child is 14 years old and understands the problem very well. However, he moves from one room to the other creating havoc and disorder wherever he goes. When he is asked to "clean up" he flies into a rage or withdraws in moody silence. He says it is woman's work to clean up the house. If his mother or father remonstrates he cries and becomes irrational. The whole household is disturbed by these stormy scenes. It would be easier to give in and clean up after him, but the parents feel that this is poor training for D. The goal is to arrive at the point where D. will see the importance and necessity of cleaning up, and will do it without being asked to do so.

Actions:

We are going to count the times D. leaves disorder in his wake by registering checks on a chart. By doing this we can measure his progress.

For our next meeting we are going to think about the following:

1. How do you react when a mess is left?
2. How do you act when he cleans up after himself?
3. What methods have you tried to change his behavior?
4. Which methods seem to get the best results?

Next meeting will be March 19.

First INTERVIEW MEMO
February 26, 1969
Interviewer: B.M.
Teacher: Miss B.

Summary of Interview and Problem:

We established the major problem to be that of getting

The second question, "Can the student produce the criterion behaviors under actual classroom conditions," has continually influenced our writing of the curriculum. To increase the ability of teaching skills that were useful and could be carried out by teachers the three texts contain exercises that are real. That is, the student working through the Improving Instructional Systems Curriculum must complete exercises that involve real world problems. The exercises interact with the text in such a way that it is virtually impossible to complete the course without doing the exercises. During our "writing phase" we were bombarded with results saying the exercises were impossible to do for one reason of another. Thus the real world exercises were rewritten until we were sure students would be successful and the exercises relevant to teachers' problems.

The papers excerpted below represent the actual real-world criterion performances that a group of students completed after working through Course One and Part I of Course Three. (Both courses were in the next-to-last stage of revision.)

Seven Case Histories from EMU Extension Students

Case One

Problem: Daydreaming girl asked for instructions incessantly.

Setting: "slow" ungraded primary class, 16 students.

Measure: Recorded the number of times per day that the girl asked teacher to repeat the directions following a group explanation. Also recorded the same for the rest of the class as a whole. Baseline for a week:

	M	T	W	T	F
Wendy	5	3	5	Absent	
Class	8	5	7	6	5

(Instructions were given five times each day)

Trial solution: Asked various children to be the "teacher" and repeat the directions after the teacher gave them. "The response to this was overwhelming. Everyone wanted to be "teacher". I also told them I was going to keep a record of the times they asked me to repeat something I'd just explained or written on the board. I figured if Wendy just wanted my attention she could get it as a "teacher" explaining the lesson rather than taking my time with needless repetition. However, Wendy would not volunteer to be "teacher" at all during the first week. I recorded the results just as before eliminating the "Wendy" count when I showed the class the results after each explanation and work period. In this way the "teacher" received an immediate reward for his efforts in seeing how many children listened to him without need of repeat instructions. Also the class realized that I was recording the times they didn't listen and therefore paid very strict attention most of the time."

Second week results

	M	T	W	T	F
Wendy	3	3	1	2	1
Class	4	1	0	1	0

This time the results showed me that the class was beginning to listen more and ask me to repeat less. Their work accuracy remained the same as before. Even Wendy showed improvement. After the first time, I told the class the results, they began to watch for children who came up to my desk asking me to repeat the direction. The social pressure they gave Wendy when they realized she was one of the frequent offenders who spoiled a student "teacher" record, was enough to reduce her behavior as the week went on. When a child saw someone daydreaming during directions, they would poke them and tell them to pay attention. However, less people came up to my desk for other reasons too since they thought they might get in trouble with the rest of the class. So now I can't help as many children unless I come around to see their work.

Finally Wendy did try "teaching" during the third week and had good results. No one asked me to repeat the directions that time (including, of course, Wendy herself). The non-listeners were decreasing to about three per week. A real improvement toward my goal of independent work! As time goes on, I plan to withdraw the recording and maybe the student "teachers" to see if they continue to listen and ultimately are responsible for themselves in getting work done according to verbal or written direction.

Week 3

	M	T	W	T	F
Wendy	1	1	0	0	1
Class	1	0	1	0	0

Week 4

	M	T	W	T	F
Wendy	2	1	0	0	1
Class	2	0	0	0	0

Week 5

	M	T	W	T	F
Wendy	1	0	0	1	1
Class	0	0	0	2	2

Case Two

Problem: I decided that to me the most important problem in my classroom was three students who had low percentages of turning in their work--Jackie, Dave, and Crystal. After an assignment was given, they did not begin to work immediately. They would sometimes get part of the assignment done in class. The next day, the assignment would still be only partially finished, or they would say that they left it home or lost it.

Measure: My records showed that during the three week period from March 10 to March 28, 25 sets of papers were collected. Of these, David turned in six, Jackie turned in six, and Crystal turned in nine.

Next, a new baseline measurement was taken for 8 days. This measurement included all written assignments -- papers, workbook pages, and special projects, but not including tests. (Percentages of work turned in per day was recorded too.)

In defining the problem the way I did, I made the assumption that they could actually do the work, if they did the assignments and did not get behind. I was also aware that Jackie and David have had poor attendance records, and that absence might complicate an attempted solution. (Days absent were recorded during the baseline period.)

Trial Solution: I felt it would be better to use positive reinforcement rather than negative reinforcement for these 3 students. I knew that they had poor grades all the way through school (David's average is C-, Jackie's is D-, and Crystal's is D+). I also knew that Jackie had been retained twice and passed "on condition" once, Crystal was retained once and passed "on condition" once, and David was in a Junior Primary class for a year between kindergarten and first grade and passed "on condition" once.

The next step was to come up with a positive reinforcement strong enough to cause a change in behavior--not only strong enough to make them do their work, but also strong to make Jackie and David come to school. I couldn't think of one. I planned to ask the three students what they would like to earn, but would they be able to think of something themselves?

Some of the students in the class, including David, had been asking to go outside on the warm afternoons. Ah, ha! Here was something my sixth grade class wanted.

I talked with the three students. They were all aware of the problem. I suggested that we try an experiment, and I asked if they had any ideas about what they would like to earn as a reward. I asked if they would like to earn time outside for the whole class. Right away, they all agreed that they would like to do that. I told them that they could individually earn something for themselves too, and suggested that they think about what they would like to earn on their own. My reason for suggesting this was in case one of them did not cooperate in earning the time outside, the other 2 could still earn something on their own.

I figured out that we usually have about 15 written assignments per week. I decided that if they each were to earn one minute per written assignment (not including tests), they should be able to total 45 minutes after about 1 to 1 1/2 weeks. The conditions would be that the assignment must be completely done and on time. (In case of absence, the assignment would be due upon return or other reasonable time.) If the assignment was not completely done and on time, 1 minute would be subtracted. When a total of 45 minutes was earned, the three could decide on a day, and the whole class would stay out after the last recess. In order to win a reward individually, they would have to total 15 minutes by themselves.

The next day after talking with the three students, the principal discussed the project with them, while I talked with the rest of the class. I pointed out that everyone in the room has some problem, and that I had picked out this one problem to try an experiment and try to help these three students. I asked for suggestions of how the class members could help these three during the project.

There was immediate improvement in all three students. It wasn't planned, but the way it turned out there was a gradual increase in the number of assignments per day, which may have contributed to the initial success of the project.

On Monday, April 21, Jackie was absent. Her English had been turned in ahead of time, and her reading was in her desk, finished. On Tuesday she finished all assignments due on Tuesday at school, even though they didn't have to be done until the next day. Crystal said about 3 times, "Let's have a written assignment." David asked how many he had to have correct on his math paper in order to get an S (Satisfactory).

We kept the total number of minutes on the board, and every time it increased the class cheered, and Jackie, David, and Crystal smiled when this happened. I encouraged them to a good job, and not to just put down anything. I reminded them of their assignments (especially David).

At this point we have a total of 43 minutes. Jackie and Crystal each have earned more than 15 minutes, and both decided they would like an ice cream bar at lunch time for their individual rewards. Initially we have had success. My plan is to first decrease the amount of time earned per assignment. After that I plan to use only numbers on the board as a reinforcement and finally, no material reinforcement. Social reinforcement is probably having the strongest effect. Hopefully, the three participants are finding out that they can do the work and that they are in a more favorable situation when they do their work.

Evaluation Report
Associated Staff Training

Case Three

Problem: Immature acting first grade boy.

Goal: Keep him in seat to decrease the amount of irritation to teacher and rest of class. If he was in his seat, work could begin on his academic assignments.

Measure: Intended baseline on number of times he got out of his seat in a day. "I tried to count this behavior for a day but it was impossible; I did more counting that day than I did teaching. So I decided that it would be better if I took a specific time period and counted the number of times he got out of his seat in an hour and a half."

Rickie's average per day for one week was 47 times out of his seat - in just 1 1/2 hours per day.

Trial Solution: I showed the pre-rate chart to Rickie and explained what it meant but the chart and the explanation didn't make an impression on him. Rickie needed concrete material (external) reward so I asked him what would he like if he could have anything in the world to bring to school. He mentioned cars and trucks to play with in school.

I explained to him if he didn't get out of his seat a certain number of times, then he could play for a certain amount of time with his toys. (I deliberately didn't tell him the number of times so that I could change the number depending on various factors, such as a rainy day or him coming to school tired, etc.) Each day I would tell him when he came in what number he was working towards; if he reached his daily goal he would be able to play with his toys for one half hour if he did better than his goal he would get five extra minutes for every time he stayed in his seat. He would also get a cookie if he reached goal immediately and play would come after 2:00 p.m.

During the "sit in seat" period there were no stipulation put on his behavior as far as academics were concerned. He could color, draw or anything to entertain himself, as long as he did not disturb any other student. (Rickie choose to draw and color over academics.)

The first week I decided to set the goal or rate at 23 which is about half of his pre-rate average per week. For the first week Rickie was out of his seat on an average of 20 times per hour and a half. The next week I cut the rate in half to 10. If Rickie got out of his seat more than 10 times he would not get a cookie nor playtime. Monday and Tuesday, Rickie didn't play, I thought that possibly the rate was to much of a drop for him so I raised the goal to 15. He made goal Wednesday, Thursday and Friday.

The third week I brought the rate down to 5 to 10, Rickie reached goal Thursday and Friday. Monday, Tuesday and Wednesday were achievement test days which up-set most of the children. The fourth week we would reach my goal which was to decrease Rickie from getting out of his seat to not more than five times in an hour and a half. For the fourth week Rickie got out of his seat on an average of one time in one hour and a half. The fifth week he held the rate. It was now time to accelerate a positive behavior, to increase Rickie's academic behavior.

In the middle of the fifth week I cut out the toys as a reward and gave just the cookie. Rickie seemed just as happy. This gave me a chance to get a pre-rate on academic behavior that I had pinpointed.

Pinpointing a positive academic behavior

I chose the behavior of sight vocabulary because it was a necessary part of learning to read and because it was easy to measure.

Second Measure:

I set up a scale to measure the number of words Rickie would learn during a reading period which was from 9:00 to 10:30 a.m.

Second Trial Solution:

I asked Rickie what reward would be worth learning a word. The trucks and cars weren't good enough anymore he wanted coloring books, crayons, toy maker set and play dough along with the cars and trucks. As the demand (work) went up, the pay went up. Now not only did he have to stay in his seat, he must do academic work, such as learning the sight vacabulary. I introduced the slogan "no work, no play" and meant it.

The first week I made the demand small so that he could get a taste of the reward for learning. I didn't want to discourage him. I set the rate at five words per hour and a half.

The second week I added 5 more to the goal to bring the goal to 10. Rickie wasn't sure that I would keep my word on the goal, he didn't play on Monday and Tuesday. However, on Wednesday, Thursday and Friday he reached goal and worked and played.

Conclusions

Using rewards for Rickie worked equally as well with decreasing a behavior as with increasing a behavior. I just stated the material rewards I did not mention the social rewards received by Rickie.

The class applauded when Rickie reached goal and there were many slaps on the back and approving smiles.

Case Four

Problem: Whole class of 9th graders were unruly. This was a Girls Physical Education class.

"They were giving me nervous headaches daily. I usually went into the privacy of my office at the end of the class and said a few choice words and pounded something to vent my anger before my next class came in."

"They were so unruly and noisy every day that I spent much of class time with discipline. The usual techniques to maintain order had not made a dent. So many seemed to be discipline problems it was difficult to pin point the center of the pandemonium."

Measurement and Trial Solution:

"As the days passed a leader emerged in the class, a leader in the wrong direction and a leader of those who follow easily. She would do such things as sing or hum while she was supposed to be still and quiet in line for attendance, she might be dancing in line, often tardy to class, lying on the floor for attendance, or come out of the locker room after everyone else was in line with her feet halfway in her shoes dragging her feet as slowly as possible."

"When I began to spot the partial cause of the trouble, I called the girl in to my office for a conference. I told her what she was doing. I showed her her record of demerits and told her how it was effecting her grade. She said she knew what she was doing but did not understand why. She said she thought she was evil."

"With each talk I have had with her the belligerence has seemed to drop more. She is far from being a top student or being fully cooperative but I would like to point out the difference in some of her recorded statistics. The first six weeks she failed to dress for activity six times and had 17 other demerits for tardiness, no showers, incomplete uniforms and belligerence. The second 6 weeks just ended she failed to dress for activity only once and had a total accummulation of 10 demerits for other things. Among those 10 demerits only one day was she given demerits for belligence. That occurred on the first day of the period which was six weeks ago.

I recently gave her a detention period for tardiness to class. She would have thrown the slip at me 10 weeks ago. She took the detention. Since she did and with NO argument I gave her the option of taking it in the regular detention study hall or to come out and join the track team. She came out for track yesterday. She is the third fastest in the group of 26 who came out.

One last point in her favor: report cards came out yesterday and she went up in my class one full letter grade. I definitely think she has progressed upward."

Case Five

Problem: I began my study by measuring the talking-out-of-turn episodes and the getting-out-of-seat episodes. In a three day span I found the incidents of talking out of turn far exceeded that of leaving the seat. Since this seemed to be the major problem and also disturbed me the most I decided to measure and hopefully correct this one major problem.

Measure and Trial Solution

I recorded (on a push button counter) the number of occurrences of speaking out without permission. I secretly recorded this for a period of five days. At the end of this time I told the class what I had been doing and notified them that if this continued at the current rate of 30 times a day they would lose a recess period for each such occurrence. There was an abrupt drop in the occurrence and so after a few days I told them we would talk over the situation at the beginning of the following week.

Only once in this week did they lose recess and then returned to the much lower rate of happenings. I no longer kept track of the offences secretly and so placed a simple slash mark on the board each time it happened.

On Monday as promised we discussed the problem and followed the results that such behavior could have on the class as a whole and asked them what they felt would be acceptable since the rate had now fallen from 30 to 14. The class was most brutal on themselves and suggested a penalty for 1-3 infractions. I encouraged them to strike a half way mark and so seven became the new goal. I continued placing the slash marks on the board and as soon as 5 were up on the board they all became conscious of it. There again was only one infraction and so on the following Monday I reduced the level to 5, but asked them what they would like to have as reward for meeting this new level. It was decided that on Tuesday, Thursday and on special days such as birthdays, etc, we would have an extra 15 minutes noon recess. Outside if nice and in the room for 20 minutes on rainy days. Speaking out of turn went from 30/day to 2/day over 25 school days.

It can be seen that there has been a very definite and consistent behavior modification. On rainy days the children, in part, will often work on their homework rather than take the play time. I think they enjoy the serenity as much as do I.

Problem: Thirty-five fifth and sixth grade children were driving a fifth grade teacher to distraction during rehearsals of a play based on J.R.R. Tolkien's "The Hobbit". The teacher concerned was directing the play. The writer of the case (and the problem-solving) was the mother of one of the children who was at rehearsals to help with prompting.

Measurement: "I began my behavior modification program by counting the number of times Mr. L (the director-teacher) had to stop rehearsal and speak to children about noise, talking, and paying attention, etc. and discovered there were 63 incidents of disturbing behavior during the 110 minutes of rehearsal in the small classroom.

Goal: "I decided I could not help him (Mr. L) on the self-discipline problems but I could lower the number of times he had to stop to speak to children who were disturbing because they were talking, fooling around, or not listening. Mr. L thought he could live with 15 interruptions."

Trial Solution: Baseline was taken for a week.

We set up the following scale for treats and free time:

13-15 interruptions - Crackers
10-12 " - Store-brought cookies
7-9 " - Bakery or home-made treats
4-6 " - Kool-aid or pop and bakery-type treat
0-3 " - Pop, ice-cream, bakery type treats

The results were instantaneous. There were eleven interruptions the next day and the children earned Girl Scout cookies. The score was always higher in the small classroom and lower in the multi-purpose room, but they always managed to get something, and I have a feeling they always will, until the play is presented in late May because they are starved by 3:30 and want to move around and yell.

A number of interesting things have happened during rehersals since I began my behavior modifying program. I noticed the social pressure of the children toward each other, they are disciplining each other, or not playing footsie etc. Mr. L is able to concentrate more on directing and the children are responding to him, especially the ones with small parts who hadn't involved themselves too much. They are doing a better job of memorizing their lines because it is more noticable when a child has to be prompted because everyone is usually listening and the background noise is much less. The improvement could also be a coincidence. I don't feel the reward, or positive reinforcer, should ever be removed in this situation because I feel the behavior of the children has improved not only because the reinforcer is wanted by the children but the food and exercise make it easier for the children to work another two hours and concentrate on their job of putting on a play. The end result of the play is another positive reinforcer for a group of children who colunteered and tried-out for their parts. When they started in September, I am certain they didn't realize the work or discipline that was expected from them to put on a play for Mr. L who is absolutely dedicated to his task. They are almost at the end now and am certain they will all stay to perform the four times the play will be presented, and that is the ultimate positive reinforcer for the children. It is much stronger then the negative reinforcer of letting them quit because of the work and/or stage fright. My daughter, at one time, was wishing for laryngitis or a broken leg, or a very serious illness, but as she has become better prepared and more confident of her lines and actions her old conceit is returning.

When reading the material you gave us, I was left with the feeling that we don't have the free-will I always assumed I had and am being constantly maneuvered and manipulated by unseen sources. Almost like "Big brother is behavior modifying you." It can be a very useful tool for teachers who work with children and they should no longer be able to use the excuse that they can't teach or control children from a poor environment because they can't control the home. With the tools you have presented a great deal of the problems can be controlled in the classroom without worrying about the home environment, Sorry [illegible] was so longwinded.

Case Seven

Problem: To get a kindergarten child who is withdrawn to participate in class activities. She would not respond to greetings such as "good afternoon", would not move in "Show and Tell" and had to be physically directed to stand for the pledge to the flag.

Measure: A home visit revealed that the girl could laugh and play with other children at home but still would not answer the teacher's questions directly (all at home).

Trial Solution: "One of the first points brought up that got me rolling was Mr. Smith's comment on Clista's opportunity to speak. At first my reaction was that she had every opportunity...During show and tell; while we worked on projects; discussed pictures, stories; sang songs, played games, etc. But then I realized that she only had responded where it was her turn - she wouldn't raise her hand to respond or if she did in imitative behavior of the others, she would remain silent when called on. During this period, she also began to tattle occasionally on one boy and I tried to respond in a positive way to her information without reinforcing her tattling."

"Through discussion of this problem in class, I followed Dick's suggestion of using the next least verbal child's response pattern as my primary goal for Clista. The "model" child responded when called upon but only infrequently responded voluntarily. I established a measure by blocking off the day into activities. R=respond N=no response

Activity	Clista	Model
Attendance	R	R
Show and Tell	N	R
Voluntary Answers	N	N
Free time	N	R
Games or songs	N	R
Prepare to leave	R	R

From this evidence it seemed that Clista needed to feel it was specifically her turn to respond, so I revamped our other activities so that they were similar to the attendance circle. During Show and Tell or discussions, the children were directed to sit in a circle and instead of raising hands we would go around the circle. [The first few times Clista would not respond. After this routine was established, I introduced the idea of supplying an answer for Clista (instead of having the next child respond) and asked her to repeat my answer. Then after this pattern was set up she responded on her own, and now visits periodically with the children while working or playing. She also will ask me for help on project. The only activity where she would measure no response would be in Voluntary Answers.] I now would like to revert our structured approach to discussion back to our former pattern of voluntary answers and see if there would be a carry over so that Clista would raise her hand and respond voluntarily. [So I find myself establishing a new goal for Clista that I think can be attained before June.]"

Our most difficult question to answer is the third: will the skills learned be used and maintained in the home environment. We feel that our continuing interaction with potential users of the curriculum has increased this probability - we are more likely to have something they perceive as being needed and more likely to be aware of conditions that may interfere with the continuing use of the skills. Our course manual has been written with these problems of maintenance in mind. Suggestions of working with a partner, having a course manager, etc. have been made all with the problem of maintenance in mind. In addition, Part I of Course Three asks the student to consider his own behavior in terms of behavior principles and the fact that his own behavior is mostly controlled by his home environment and not the text he is currently reading and working in.

Below is the Kellogg long term evaluation.

Kellogg Elementary School:
A Case History In Long Term Evaluation

First Contact:

AST conducted group sessions and individual consultations with all 25 faculty members on May 6, 13, 20, 1968. These took place in after school meetings and during break times in the school day. The contents of the sessions covered "Defining the Goal" without interviewing exercises. "Changing Student Behavior" was used in part during individual consultations on particular classroom problems.

Second Contact:

Group sessions were conducted at Kellogg on October 15, November 19, and December 17, 1968. The topics were revised versions of "Defining the Goal" and "Changing Student Behavior." On January 21, 1969, a memo on how to obtain consultation on individual concerns and an opinionnaire on the relevance of continued contact were distributed by the Principal, Mrs. Phillips. These were followed by two telephone consultations with one teacher and the Principal. The last contact was in April by James Kauffman, a Doctoral student in Educational Psychology at the University of Michigan when he conducted interviews for the evaluation report.

Accomplishments:

On the following pages are six case histories (some written by the teachers themselves) which represent the successful projects at Kellogg in May 1968. Sixteen teachers made significant progress of the kind shown in the case histories. Seven made little headway and two missed most of the AST presentations or consultations.

Six Case Histories at Kellogg Elementary School, May 1968

1. Mrs. Buechner

Problem
A is 10 years old and working in your 2nd grade level group. The problem was that he was not completing his work assignments.

Results, so far
The decision was to prepare his work assignments in small segments. You decided to have A set the level of acceptable performance. For example, in a math assignment May 15, you gave him a page of dittoed problems to solve; out of 19 possible correct, A said he could do 12 correct. He actually did 19 correct. You have been doing this with Spelling, Phonics, and Think and Do assignments. As of May 20, he was completing all these assignments. Most of the criteria he set with you were met. When he did not meet them, he was to work on until he did meet them. He seems to take great satisfaction in getting these things finished.

2. Mrs. Gorsline:

Problem:

W has a set of aversive behaviors that need to be changed. These include: hitting, stealing, making loud noises during work-time. Also, his work out-put is very low.

Observations:

Below is your own summary os what the solution is:
"W receives a 12 x 18 sheet of colored construction paper with his name each morning. This is scotch taped on the chalk board beside yesterday's. (Each day a different color.) For each activity or act that is really good behavior he has a square of bright colored paper. Bad behavior is ignored. Children reward him by asking for him to be the leader in certain activities, if he has gotten several good squares. I am keeping a record of the number of times bad behavior is occurring and find it is really diminishing."

3. Mrs. Carnell

Problem:

T does not begin nor does he complete assignments without many verbal prompts from the teacher. He also disturbed the class by making noises.

Observations and Results, so far

Below is your own summary of a solution:
"T loves to fish, so I capitalized on this. He had the problem of not starting his work, not completing his assignments, and making noises. I kept him in one room and made this plan with him: For every fifteen minutes of good behavior I would award him a blue fish. For every assignment completed a gold fish. (Blue fish =1 point, Goldfish = 2 points. Five goldfish for perfect spelling) Then I let him suggest things he would like to spend his points for. His suggestions:

5	Eating with someone
20	Getting his marbles back
10	Changing locker to have one by himself
5	Calling drinks
20	Pail of trinkets back
5	Sitting with someone else
50	Fishing trip with teacher

This is what he has "caught" so far:

5 ate lunch with Ruth
10 Changed lockers
5 Ate lunch with Ruth
20 Got his marbles back

Wed	Thurs	Fri
111 orange	11111 orange	111 orange
11111 blue	11111 11111 11 blue	11111 11111 111 blue

4. Mr. Arvidson:

Problem:

One youngster in your gym class infrequently particpated in activities. He frequently refused to cooperate and said aversive things to others or the teacher.

Results, so far:

It seemed likely that this youngster acquired a great deal of attention (both critical statements and "pleasing" statements) when he engaged in the undesired behavior. The prescription to change the above behavior is to ignore the undesired behavior and give your attention only when the student is engaging in desired behavior. This is tentative and should include a measure of how often the desired and undesired behavior occurs so you know how successful or unsuccessful the solution is. An additional suggestion from you was to monitor your own behavior in relation to children. This provides useful information about how much emphasis a teacher places on desired behavior versus undesired behavior. The objective is to pay more attention to desired student behavior than undesired behavior.

5. Mrs. Packer:

Below is a brief summary of the work you did during the AST workshop.

Problem:

One student (B) was described as a dreamer. Specific changeworthy behavior included his not being able to keep track of the correct page in his reader or answer questions on what was currently being discussed in class.

Observations and Results, so far:

Below is your own summary of the solution procedure:
"B, because of many home problems, is a dreamer. When I suggested that I give him a token everytime he had been listening and knew the answer to a question he was very enthusiastic. I told him that these tokens could be cashed in for something that he would like to do at school or something that perhaps I had taken from him. So when he got his first 15 tokens he decided he would like to study a bird book he had brought to school. We had read a story about John Audubon is our reading books and he had a book of his paintings which he had shown to the class. So I gave him a half hour just to study the book. Brian was very alert that week, slipped up a couple times the following Monday, but I expect him to be back in form on Tuesday. Brian is a very bright boy but because he never heard anything that was going on in class, his work had been poor and never finished. His work has improved tremendously in one week."

6. Mrs. Seiser:

Problem and Observations:

After the first workshop on May 6th, you were going to focus on one student, F who was continuously getting out of his seat for one reason or another. For the following week, you were to keep a record of the number of times F was 'needlessly' out of his seat during each day.

When we spoke on May 13th, you reported that you had begun to keep a tally, but was surprised to find that in fact, F was not out of his seat any more frequently than the other students. Apparently, F was a problem, but getting out of his seat all the time was not the thing that needed to be changed. Taking another tack, one objective would be to increase F's work output. I mentioned that you might keep a bar graph recording his output in each of the major work areas. In addition, F's completion of a given unit would earn him a check and that a certain number of checks would earn him a marble.

Summary of accomplishments at Kellogg:

Twenty of the twenty four teachers participated in one or more group sessions during the second contact. They began work on problems similar to those in Spring 1968 (see above). Ten of these teachers made significant progress on their problems.

Presently, the only location at which a measure of AST's relatively long-range impact on faculty can be evaluated is Kellogg Elementary School at Hickory Corners. This is the only place where AST materials were disseminated early enough in the project to allow for post0testing almost a year later.

The very quality which made Kellogg School an ideal testing site, however, also contributed significantly to many of the low evaluative scores received from Kellogg teachers. Because the curriculum was still in the developmental stage, certain weaknesses inherent in any first draft material seriously debilitated the entire AST image and consequently its impact on the Kellogg Elementary School faculty.

Mrs. Virginia Phillips, principal of Kellogg, seems personally pleased that AST helped to train her in what she enthusiastically acknowledges to be some very useful principles and applications of "scientific method" in education.

> "I would say that everybody has benefitted, especially those who went into it enthusiastically and gave it a chance to work. I don't think you can be in the lounge very long without b ringing up some area that had been discussed by AST. In fact when we got together in some of our sessions in evaluating (AST), I was extremely impressed with some of the results that the teachers have gotten."

When asked how often, when trying to solve an instructional problem, she thought she was using principles learned through AST, Mrs. Phillips replied, "All of them are using them to some extent; others use it constantly."

"How about yourself, Mrs. Phillips?"

"I certainly hope I use it a lot. They're very quick to point out when I'm not using it."

Mrs Phillips seems to have been one of a breed of four or five at Kellogg, who, because of background, verbal ability, or some other source of enthusiasm were able to grasp the usefulness of what AST proposed to do at Kellogg and really exploited the opportunity to use AST methods in their daily classwork, The rest of the faculty, who had to be "sold" on the AST effort, in general, were not sold or not sold securely enough to enable them to weather some of the inadequacies of AST's formal presentations.

To the question, "Would you like to see more of AST?" a reply from one teacher effectively contrasts the polarization of views held by the faculty.

Mr. S.

Mr. S: "I didn't see any enthusiasm generated to speak of. Most of the teachers have been here a long time and they've worked out their problems year after year. But I did see several that really got real help; I did see several teachers...."

"Were they older or younger...?"

Mr. S: "Some of them were older, some were young."

How can an evaluator reconcile these two seemingly contradictory measures of teacher interest in AST?

It was apparent from teacher interviews (Questions are on pg. 8.27 that most of the failure to gain teacher interest and loyalty to AST methods and philosophy lay in the weaknesses of AST's presentations during the year. Some teachers remained passively uninspired by AST's presentations; others were actually and quite dramatically "turned-off" almost immediately by AST's presentation.

COMPLAINTS ABOUT WORKSHOPS

1. Insufficient outlining of goals at the beginning of workshop presentations

All teacher interviewed, whether they fell into the category of "loyal AST-followers," "skeptical followers," or "non-followers, said that they were very much confused in the beginning. The goals of some of the tasks initially assigned to them in the workshop were unclear, and the goals of the course in general (what AST refers to as the "overview") were not made clear to the teachers at Kellogg. It was only after they entered into the task itself (problem statements) and received individual attention that the mystery of AST was unveiled.

2. Effective build-up of basic AST principles and philosophy missing in presentation

It seems that teachers were given elaborate instructions on methods and procedures in problem-solving, without regard for their basic skepticism (and frequent hostility) about behavioristic principles. The "reward" theme inherent in AST methodology runs counter to most teachers' (or parents) philosophy of "up-bringing."

All teachers who expressed any skepticism or outright hostility to AST focused their criticism on AST's method of "rewarding kids for doing what they should do anyway."

> "I don't believe in that; why that's bribing, and I told him (AST personnel) so. They should work for the value of it!"
>
> "They should learn for the sake of learning!"

The teachers who used AST methods experimentally (95% did) all reported some measure of success, but presumably because of insufficient orientation to behavioristic principles, many were not convinced of the significance of their one-shot success with AST methods.

It would appear that a more effective--perhaps a more gradual--build-up of some of the basic behavioral theories underlying the AST methodology would result in a more knowledgable approach by the trainee to some of AST's assigned tasks and promote some more sophisticated assessment by the teachers of some of the results observed in the classroom.

Teachers must have a coherent and logical grasp of the soundness of some of the principles whose methods they are expected to employ; otherwise they remain focused on some of the rather rigid, narrow procedures they have been told to embrace during the workshop.

> "I wanted something more concrete, some principles to build on ... I felt they (AST) wanted me to pursue problem-solving without the background."
>
> -4th grade teacher who feels, nevertheless, indebted to AST

3. Language too steep (jargon)

Without asking whether or not the language used was too"deep," 1/3 of the teachers during the interview made a point of saying that too many unfamiliar words were used, "that the language was hard to grasp."

> "Had I not had a behavior-modification course a semester ago, I would have found some of the language quite a handicap."
>
> -New teacher with M.A. in counseling

4. Format

a. Too little reinforcement for teachers.

Most teachers, even the few who eventually had much success with AST and continued to use it, said that were it not for individual private consultations with AST staff, they would have been "lost."

> "I would go through it and then I didn't know if I had really done the right thing; maybe I was studying it in the wrong way or something, I don't know. I was never finished with it really thinking: You did a beautiful job - you really know what you're doing.' But then when we came and he would discuss it with us, then I understood. Then I knew what you were trying to get across."

b. 25% felt AST was insensitive to the constraints of the classroom

> "I had BB and he was a very disturbed child--he was that way even in kindergarten--and he would hit a person, maybe haul off and swear at you; he didn't realize a thing that he was doing; and all he (AST wanted to do was to keep track of these emotions, of every time something went wrong--but you could do that every two minutes--I stood it as long as I could, and finally I told him right out that I was going to get some other help. I wasn't getting anything. Because if he'd taught, he'd have a different viewpoint, too. He didn't know what to come up with...and he wanted me then to take another child (to work on) and I said I wouldn't do it!"*
>
> -39 year veteren who scored her student for half the term

c. Feelings that the workshop itself at times embraced poor examples of teaching techniques

AST was highly praised by most teachers for the individual private consultations. Teachers considered them extremely helpful. But apparently this was because of the poor quality of the "large-group" instruction during the workshop.

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*25% of the teachers indicated dissatisfaction with AST's try-it-out-and-see philosophy of problem solving. They felt that the AST staff, having been billed as consultants in educational psychology, were supposed to tell teachers exactly how to solve any classroom problem brought to their attention. As with widespread teacher rejection of the "reward concept," dissatisfaction with the "try-it-out" philosophy indicates, again, a lack of sufficient grounding in the fundamentals of the AST/Empirical/Behavioristic approach which makes up the methodology being taught to teachers.

> "You know I think it spoiled it for all of us, right from the very beginning--and we'd had a tough day--it was on Monday and he came in and plopped this great big thick book in front of us and wanted us to go through and read that thing and work that thing all out. Some broke down--they couldn't take it--after all, how would you feel if you'd been with them all day long!
>
> Now I don't like that way of teaching--if he had taken and explained what it was all about and what we were to do--but you could tell right there that he had never taught."

Presentation complaints increased and interest in AST dropped during this school year when most workshops were handled by only one AST representative. Instead of the team approach, which, not surprisingly, enabled teachers to connect with a number of different personalities and receive more private consultations.

One formerly enthusiastic teacher observed:

> "He gave us quite a chance to self-evaluate ourselves and taught us to take a more positive approach to discipline problems...it was more of a scientific outlook.
>
> This year it started out and it seemed like I was working so hard to try to have enthusiasm because I really did get a lot out of it last year, but I didn't feel it like I felt last year. Something happened to the program. I noticed in the meeting that I would have a hard time being enthused; I was trying to jog myself all that time, and I'd look around and people'd be yawning.
>
> Last year I felt that I really got an awful lot out of it. But this year I think that he had lost his enthusiasm or something; I thought it kind of died in the middle this year."

All teachers reported that talk of AST methods in the teachers' lounge dropped from a fairly high level last year to zero this school year.

5. Not enough time to devote to the AST curriculum

Needless to say, a teacher's day is a full one, especially in elementary schools. All teachers complained of the lack of time to participate in the formal AST curriculum. Of the reading materials assigned, 50% said that they did not have time to read at least 25% of the material.

Most workshops were scheduled after a full day of classes--a time at which no teacher is particularly receptive to additional work and a time during which enthusiastic and creative presentations are perhaps most needed.

At the height of AST success at Kellogg 95% of the faculty reported success with their initial attempts at scoring behavior and subsequently modifying it.

70% report experiencing "insights" as a direct result of contact with AST, the rest reporting no insights at all or merely a review of what they had already known.

A year after AST's entry into Hickory Corners, 20% report that when they're now trying to solve classroom problems, they NEVER use any of the principles taught them by AST; 30% say that they do OCCASSIONALLY; and 40% report that they use AST principles QUITE OFTEN now. 10% did not know.

POSSIBLE EXPLANATIONS

Why aren't AST methods being used more at the Kellogg Elementary School? After all, didn't 95% of the teachers experience positive results on their first behavior-modification task?

1. Some teachers have remained skeptical; they were really never convinced of the feasibility or the "ethics" of "rewarding" youngsters selectively -- especially with candy as was suggested by AST. Those who were perceptive enought to generalize what AST was saying about "candy" -- and turned to other forms of reward, seem to be among the 30 or 40% of at least moderately enthusiastic AST supporters.

2. Examples of application of AST principles were often irrelevant for elementary school teachers; they seemed designed for high school.

3. Broader applicability of AST methods were not shown. Most teachers were convinced that what they learned in the workshop was only for problem students.

4. --which manifested another strong criticism (75%) of AST methodology: accurately scoring the one problem child in class "steals" time from the others. Little attempt was made, apparently, to show how to incorporate these methods more broadly into the general classroom scheme.

Evaluation Report
Associated Staff Training

In answer to a question whether they would like to see more of AST if granted "release time" (time off from other school duties for attending workshops):

10% a weak "yes"

25% a positive "yes"

15% an enthusiastic "yes"

50% No

If, in addition to release time, AST's format was changed to rectify all of the presentation shortcomings cited by each teacher, 100% of the teachers who had answered "No" stated they would like to see more of AST. These responses had a + 1.0 correlation with an opinionnaire which asked the same questions on January 21, 1969.

Apparently the stated goals of the AST curriculum are appealing; criticism seemed focused on the presentation.

FINAL TEACHER COMMENTS

These 20 teachers evaluated AST training as a whole as follows:

2 were positive and uncritical

14 were critical in a constructive way

4 were mainly negative - no constructive suggestions

They also gave a rating of relevance to the training as follows:

3 did not comment

6 stated the training was not very relevant to their work

11 stated the training was relevant to their work

Summary of Kellogg Teachers' comments:

Best aspects of AST training:

Successful use of AST suggestions; reinforcement approaches.

Makes me more open-minded;

The AST system handles problems well;

Getting the problem down on paper;

Solutions work;

Has potential as a solution method;
Specifying problems;
Content is OK;
Specific elements of behavior instead of generalizations;
Individual help to teachers;
Focus on individual student;
Objective look at students; token approach.

Worst aspects of AST training:
Group format;
Too long; too much, the time it took
Nothing new;
The teaching team, particularly the leader;
Dislike using candy rewards;
Record keeping and rewards like candy;
Materials confusing and laborious;
The S-R philosophy;
The written material;
The reinforcement technique, too much covered; the reward aspect; bribery
The reward aspect;
Hours of work after school;
My problem was academic and that was not well covered in the training;
The language was difficult;
There was no reinforcement for the teacher;
It was not concrete enough; there were not enough answers in the training.

VI. EVALUATION SUMMARY: WAS IT WORTH IT?

One of the most important reports on evaluation is the government's own Notes and Working Papers Concerning the Administration of Programs (Title III),(April 1967, Education Subcommittee, Committee on Labor and Public Welfare, U.S. Senate) which suggests (and details) areas in which a Title III project can be and ought to be evaluated. The five areas are: design, procedures, operation, results, and diffusion (dissemination). The present summary will be directed to each of those areas.

Design. Is the project innovative, i.e., is it concerned with important needs and priorities? From its onset AST attempted to define an important need through continuing observations of and contact with teachers and administrators in primary and secondary schools. Furthermore from the outset and periodically during the project, experts individually and in groups were called together to review the project's goals.

It seemed appropriate to direct our efforts to the classroom and the classroom teacher. Elsewhere we have presented detailed arguments for more emphasis upon the evaluation of, selection of, and generation of innovations in the school (See FLICS Report #3). It is obvious that the vast majority of innovative efforts have resulted in packages developed outside of the school and delivered to the school with little provision for their adoption and maintenance. The Government report referred to earlier suggested a shift from basic research in curriculum development to the implementation of what is known. That has been the aim of the AST project: its goal has been to develop and disseminate a training program which would allow teachers to evaluate and implement innovations of both a procedural and a material nature.

Our strategy seems as sound at the end of the project as it did at the beginning. Response by administrators and teachers indicates that, indeed, attention ought to be paid to the utilization of what is already known. Whether the AST project successfully has accomplished what it set out to do is another question but its goals still seem to us unassailable.

Procedures and operation. Are the procedures for carrying out the project appropriate for its scope and size? Our original aim (as stated in FLICS Report #3) was to create consultants in area schools who were to be expert problem explicators and aides in problem solving. They were to be guides for innovation in the school whether the innovation was originated elsewhere or by the teachers themselves.

While the proposed self-instructional training course has been developed and tested the target population has been shifted somewhat. Probably the scope and size of the project was too small for the development of and maintenance of a new role in the school system. That is to say, while the need exists (at least in our eyes) for consultants in the schools to function as we proposed, the actions necessary to set up a new role, with the administrative and budgetary considerations and the like, are probably beyond the scope of a project such as ours.

With regard to the development of self-instructional materials for training teachers and other personnel in the school, the project has adequately carried out the major part of that task. Additional time, if it were available, would be spent on developing better procedures for maintaining the behaviors developed through the training package and in carrying out follow-ups which would allow better evaluation of the effect of training.

To what extent, and how, is evaluation planned for the project? Ironically the methods to measure how effective AST has been in training teachers in the use of empirical methods have themselves been largely subjective and indirect. Originally, elaborate complete evaluation was devised. Pre-tests and post-tests were written, check-lists and practicums developed, criteria for each of the stages of evaluation spelled out.

The evaluation effort was to be carried out along many lines. (1) Objectives and sub-objectives were to be evaluated by experts as well as by comparision with on-the-job performances. For the most part this evaluation of the objectives of the curriculum has been successfully carried out.

(2) The materials themselves, as they were developed, were to be evaluated through student testing. Most of the materials have undergone very extensive student testing. Almost continuous feed-back from the students has enabled us to revise and edit the material. Testing of the revised versions confirms each time the effectiveness of our write-test-revise routine. (3) Techniques of dissemination have been varied and those that seem successful have been pusued. We have tried a great variety of things including workshops, by-mail training and in-house training. Each of the techniques tried has some merits and each has some demerits. The problem is complex enough so that it is difficult to state in a single generalization the most effective means of dissemination. The effectiveness of the materials in the field has been contrasted with their effectiveness when used with students in-house. Very little is lost. When the student is undergoing training away from our offices but the probability of a student going through the course and completing it is, as must be expected, reduced. (4) If all of the training material is successful in producing the teacher-behavior changes we hope to produce, there is still the question of whether or not the behaviors so trained are exhibited in the classroom. Observation is almost impossible given the scope of this project. But teacher memos and reports in large number suggest a degree of success in producing in-class changes in teacher behaviors. (5) The maintenance of some behavioral change is still another thing that might be evaluated and, of course, it is almost impossible to do so within the time limits of this project. (6) Finally, we emphasized in our proposals and early reports the necessity to see whether all the changes we hope to engineer in our student population (classroom teachers and educators) are reflected in changes in their students' behavior. The collection of such data has been almost impossible. Again, the time constraints were more severe than we had originally planned, and we have only been able to cite the case histories in part V-E to demonstrate that out curriculum has indirectly lead to changes in student achievement.

There are a number of reasons responsible for our failure to evaluate the project along the lines we had originally planned. For instance, only one actual consultant who trained in-house for a period of time was placed in schools for a long enough stretch of time to allow us to observe effectiveness in all the ways listed above. Though scores of teachers and other personnel in the school have been trained, it is too early to judge more then the immediate effect of AST upon the school system. Questionnaires, letters, memos, and the like are contained elsewhere in the report and the evidence of AST's immediate effectiveness can be found there. Therefore, we conclude that AST to a certain extent has proved itself effective but, the results do not provide unassailable evidence of its effectiveness nor has the project carried out, in all respects, the original planned evaluation.

Results. Did actual results follow reasonably well the projected results? As indicated above evidence for long range impact on actual classroom situations and especially upon students' learning behavior is scarce. We have had to rely upon reports and questionnaires for the most part. The majority of these reactions are positive. The fact that there is wide spread interest in our curriculum and a desire to implement it elsewhere is also a positive mark on the ledger. However, we are well acquainted with some of the variables which affect such data. The mere fact that our curriculum is viewed with interest by many people and, that copies of the curriculum are requested in numbers far beyond those we can supply is heartening. But it is not evidence of the curriculum's effectiveness.

Dissemination. Has dissemination been adequately planned for and carried out? Hilda Taba has indicated that teachers should be involved in shaping and using innovations as well as being recipients of them. Once we had shifted our target population to teachers and school personnel, we made extensive efforts to train in-service teachers and to conduct continuing consultations and training sessions in schools. We were not able to do this in many schools. but, for example in the Kellogg School project, we worked intently where possible. Here we learned how we might work in other schools, were we given the opportunity to do so. We have been successful in involving schools both in the curriculum as it evolved and in future use of the curriculum. We have disseminated information about our project and information about the curriculum to a great variety of people including people at the state level in education, to schools of education in various universities, to other Title III projects, to projects interested in teacher training, to people involved in training other than school personnel (for example, attendants in institutions). In short the dissemination has been wide spread at the practitioners' level. In addition, we have disseminated the curriculum to our peers at the university and project level via talks at meetings, letters, and project reports.

In conclusion, a fair evaluation of the project as a whole should include consideration of the following fact. Two options face the instructional designer. He may set a course and unvaryingly move toward it. If this course as originally planned through almost miraculous insight, is the appropriate one for the problem and the solution and the larger system in which the solution is to be imbedded, the project will be a success. If, as is more likely, the real-world needs and opportunities suggest deviation from the pre-planned path, then it is likely that pursuing the original plan will lead to somewhat pointless success, since the goals may prove to be ones that are irrelevant to the system.

The second course that the instructional designer may take involves continuing adjustment: adjustment to the goals and needs of the target population, adjustment of the teaching materials to the student, adjustment of the means of dissemination to the resources available, and adjustment of the entire training package to the maintenance considerations of the system. Such a path is twisting; it is often time consuming and time wasting, and the final product may look little like what was predicted in the beginning. Yet it is likely to be more effective in terms of the needs of the system. In retrospect the present project has, for the most part, pursued the second course. It has repeatedly adjusted itself to what seemed to be demands or detours dictated by the system it is trying to change. The price of such flexibility has been high. We have been unable to deliver to ourselves and to others hard data which demonstrate the effectiveness of our product in producing those changes in the system which we hoped to produce. Yet we are convinced that the eventual impact of the curriculum, so painstakingly developed in response to our target population, will prove its effectiveness. At present we can offer only informal evidence but, happily, the vast majority of that evidence suggests that the curriculum is effective.

Was it Worth It?

Literally: how does the cost compare with that of similar projects developing self-instructional teaching materials?

A conservative estimate in 1966 of the average cost for developing and producing programmed instruction in industry is $2500 per student hour of instruction. (John Murphy, "When and how to buy custom programs" in G. Rummier, J. Yaney & A. Schrader (eds.) *Managing the Instructional Programming Effort*, Ann Arbor, Michigan: Bureau of Industrial Relations, 1967, p. 92).

This includes analysis of task requirements, development and physical production. The cost would be higher in projects like Associated Staff Training in which the task analysis is difficult compared to projects where the task is well defined such as key-punch operation.

The AST budget for three years:

year 1	26,000
year 2	50,000
year 3	54,000
overhead (30%)	39,000
	$169,000

Since AST training is 100 hours in length, the cost per student hour of instruction is $1690. Even this figure is deceptively high because one third of AST activities were devoted to dissemination, demonstration training and summative evaluation of the whole effort.

Industry values student time more than most educators since workers are paid during training while students usually pay *for* education. But if students could learn in less time, they could use the extra time to learn more, to learn difficult and crucial skills, and to learn what they please.

Educators have not usually been required to show proof that their efforts are effective. The instruction produced by AST was developed according to the programming model, i.e., it works on the students and educators who helped in its development. One hundred hours of effective instruction is more valuable than 100, 500, or 1000 hours of cheap but ineffective instruction.

Evaluation Report
Humanities-in-French

The Humanities-in-French Program operated from September 1968 through June 1969 at Grosse Pointe High School. The class met for one hour a day, five days a week and was available as an elective to students of French who had completed two and three years of study of French. In contrast, in 1967-1968, the class met for a two hour period each day and had a team-teaching arrangement (Miss Sandra Charney and Mr. Guido Regelbrugge). The program was an elective for students with three years of French study. A similar evaluation was conducted in which significantly greater student achievement in the experimental group was shown.

The topics of the Humanities-in-French units are; culture, youth, values, literature, communication, technology, French-speaking West Africanand Canada. They consist largely of student readings in French as well as related activities. There were audio-visual aids and guest speakers to supplement the written materials along with special reports, all in French.

The program in 1968-1969 involved one experimental class with one teacher. The comparison group was comprised of students with comparable academic backgrounds. They also met for one hour five days a week. See table 17 below.

The objectives of the Humanities-in-French Program for the final year focused on revision of the existing curriculum and adaptation to other uses such as a one year course, a two year course, or separate optional units. These activities are discussed in the narrative program, reported above. The students involved in the programs this year were given the FLICS French Humanities tests, both written and audio-visual (see Exhibit III). Table 17 gives the results for the two tests for both the experimental and the comparison groups.

The audio-visual test shows greater gain for the experimental group than for the comparison group. There does not appear to be any difference in gain between the groups on the written test. It is also clear that the groups were not equal in knowledge of the material covered at the time of the pretest. The audio-visual test focuses on art and music while the written test covers literature and social studies. Last year, 1967-1968, when only the written test was available, the experimental group gained considerably more than the comparison group. Therefore, the curriculum may be effective with regard to art and music, as measured by the current test, but more testing will be necessary to rule out the conclusion that the particular teacher involved makes the difference with regard to literature and social studies.

Table 17

Results for Humanities-in-French

	Pretest		Posttest		Gain
	mean	S.D.	mean	S.D.	
Audio-Visual					
Experimental	15.3	3.9	19.4	3.1	4.1
Comparison	12.6	2.7	13.7	2.6	1.1
Written					
Experimental	18.9	3.5	21.2	3.3	2.3
Comparison	12.9	2.7	15.1	2.8	2.2

Exhibit I--Michigan Oral Language Productive Test

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST

Structured Response

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

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This test is based on the Dade County Test of Language Development. The original test has been revised and enlarged by FLICS personnel with permission of the Division of Research, Development, and Evaluation, Dade County Board of Public Instruction, Miami, Florida. Inquiries should be addressed to Evaluation Director, Michigan Migrant Primary Interdisciplinary Program, 3800 Packard Road, Ann Arbor, Michigan 48104

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration

I. OBJECTIVE

The purpose of the test is to assess the child's ability to produce standard grammatical and phonological features when he speaks.

II. METHOD

A. Standard Stimulus. The child is shown three pictures which form a story. He is given a Stimulus (S) concerning one of the pictures. The Stimulus is structured so that the child will give a Response (R) containing a particular feature of grammar or pronunciation.

The procedure for giving the Stimulus (S) and scoring the Response (R) is as follows:

1. Give Stimulus, marked S
2. If Child does answer with underlined Response (R), record response number.
3. Give (S) second time if child gives no answer the first time.
4. Do not give any further help.
5. If child gives an answer which is not listed in the test, or if he doesn't respond after the second time, mark O (other)

B. Importance of Standard Stimulus. It is important to give the Stimulus (S) as it is written.

For example: (Question 5 - Stimulus)
PAST PARTICIPLE

S (Point to boy) (Child's name).
Ask the boy if he
always goes to this
river to fish.
Have you always...

As may be seen, if the examiner did not include the words, Have you always, the child could say, Do you always go, instead of Have you always gone. It would then become difficult to find out what word the child uses for gone without actually giving him a cue or answer.

C. Use of Tape Recorder. To help the teacher check on whether or not he has given a standard Stimulus, it is convenient to use a tape recorder during the testing sessions

Later on, when playing back the tape, the teacher may not only check on the standard Stimulus, but also recall various features from an individual child's test. The children will not be afraid of the recorder if they are allowed to hear themselves on the recorder a little bit before the test.

The tape recorder need not be used extensively to score the test, however. Examiners have found that on-the-spot scoring is not only more practical but equally or more reliable for checking sound differences that are important in the phonological and grammatical features tested.

III. GENERAL TEST CONSIDERATIONS

A. Time Required. The 43 items should take approximately 15 munutes to give.

B. Testing Room and Equipment. No extra equipment is needed besides the test booklet with its three pictures. You will need to reproduce five more resppnse sheets. A tape recorder is advisable for the first few children as a means of self-checks.

C. Setting the Child at Ease. The teacher is at an advantage in the testing situation because the child already knows her. Working with the tape recorder may be strange for the child, and the test may be different from any he has encountered before. However, the tape recorder will help the teacher get the child to name his brothers and sisters, tell about a pet, tell about something he did well yesterday in class; or, if the child does not seem to be afraid, he may wish to tell about the things he sees in the first picture he is shown.

Sometimes the children are quite verbal, and sometimes they need help in this warm-up period. If the child does not respond to the questions above easily, it is best just to go right into the test. The praise given for answering will begin to make him feel at ease.

D. Praise for Answering. The child feels more relaxed and will try to give better answers if he is praised. Even if he misses giving the grammatical or phonological feature needed, praise may be given. However, the child is sensitive to false praise. It is better to give moderately positive comments such as, fine, or You're giving me lots of answers or even an enthusiastic uh-huh or O.K. Often words like, good and very good, begin to sound false. Also, testers sometimes find themselves saying, good, when the answer is standard and a dull uh-huh, when the answer is non-standard. Moderately positive comments will guard him from this tendency.

IV. SPECIFIC TEST CONSIDERATIONS

There are many questions the teacher will have as she begins to test. The most common are listed below:

1. What is the best way to give the Stimulus?

The Stimulus must always be read word for word. Sometimes you will find a line of dashes drawn over to a part of the Stimulus. It is helpful for the child to repeat the Stimulus from this part through to the end.

For example: (Question 34 - Stimulus)
USES OF BE

S	Let's name some things in this picture.
(Pointing)	These are dishes.
(Point to table)	These are chairs, and
(If necessary, help child repeat)- - - - - - - - -	This ...

If the child repeats this, it gives him a good start at producing the whole sentence. Otherwise, he may give a short answer, a table. The verb to be tested will be missed.

2. How do you get a child to repeat the last word?

After the teacher becomes somewhat familiar with the test, she will be able to use eye contact to have the child repeat what she says. The child will become used to the teacher looking up from the picture and will realize he is to repeat words.

This eye contact system has the advantage of being non-verbal, so the child can concentrate only on the question. Until the system is established, the teacher may need to deviate from the general instructions in the following way:

a. Read the entire Stimulus;
b. Tell the child, Say what I say, (child's name).
c. Repeat just the starting word of the child's sentence.
d. Repeat the entire Stimulus with the child's starting word given twice.

For example:	Teacher:	Did the father start to fish by himself, or did he wait for the boy? He ...
	Teacher:	Say what I say, (child's name).
	Teacher:	He ...

If necessary,

Teacher: Did the father start to
fish by himself, or did
he wait for the boy?
He ...
He ...

3. What if a child remains silent?

If a child remains silent on a particular question, it may be that he doesn't know the meaning of one of the words. This has been anticipated to a great extent in the test. Changes have been made to use simpler words, or definitions have been provided. In any case, it is a good policy when the child is silent to ask:

Teacher: Do you know what (_____) means?
It means (simple synonym).
(Repeat Stimulus)

Even if the child says he knows what a word means, it is good to give the synonym.

Sometimes the child doesn't understand what the teacher is pointing to in the picture. However, if the teacher tries to give some verbal explanation, she may run the risk of giving the child the answer. Therefore, if the child does not seem to understand what the teacher is pointing to, the teacher may say:

Teacher: Point to the same thing I'm pointing to.
(Guide child's finger to same point)
(Repeat Stimulus)

4. What if a child generally does not give answers?

It is easy to assume that if a child does not give answers, he doesn't understand. It is just as easy to assume some erroneous causes. The teacher is at a distinct advantage in this testing situation. If a particular child does not give answers, the teacher may want to re-test him after she has tested several other children. Quickly reviewing the information she has accumulated with these children, she may pick out the simplest questions. Starting with these, the child will probably begin to answer questions.

5. **Is it necessary to test exactly five students several times a year?**

There is no magic about the number five. In other words, it is not a necessary number; it is only a convenient number. We would like to stress, however, that the value of the Structured Response test is it's ability to give the teacher a quick overview of her students' language needs. The more efficient the curriculum is in meeting the students' language needs, the more quickly the overview is likely to change. To ease the teacher's load, we recommend that she test five pupils taken at randon every six weeks or so. She can easily spend fifteen minutes with one pupil each day for a week.

6. **What will the scoring system tell me?**

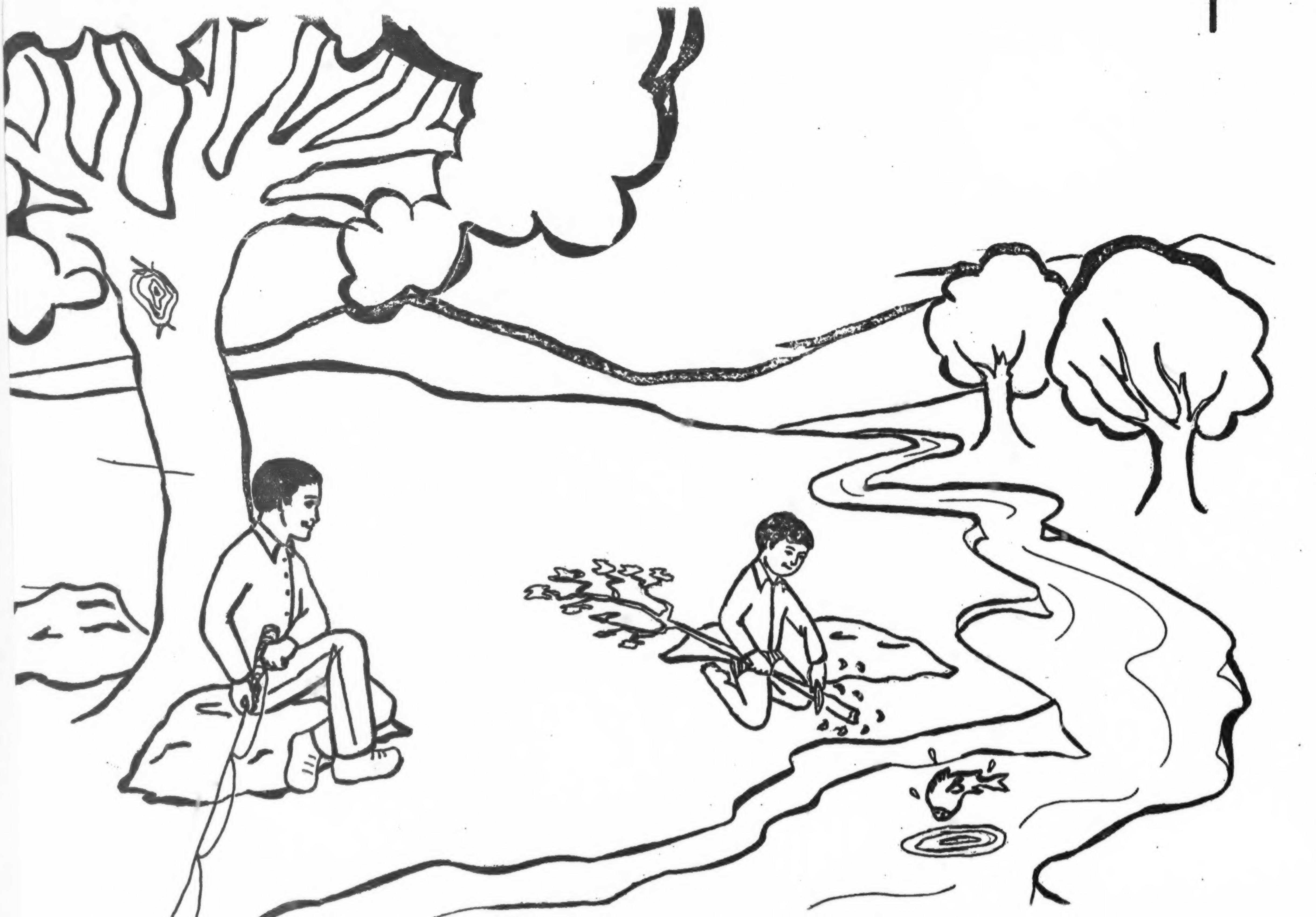
The Structured Response test has eleven grammatical and phonological categories. After the teacher has tested five pupils, for example, she need spend only 15-20 minutes to arrive at the Category Percentages for the eleven categories. You will notice that the Category Sheet helps you keep record of the percentages for six testing dates. This record can show you if the curriculum's progress is meeting the students' language needs.

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration	Example (Item 1 below)
a. Give Stimulus, marked S.	S Let's name some things, (child's name). This is a boy. This is the father, and these ...
b. As you read, point to Stimulus objects in picture. e.g., Point to boy when saying Point to father when saying Point to trees when saying	This is a boy This is the father, and these ...
c. If child answers with an underlined Response, marked R, -Record response number on Response Sheet, e.g., (1) ... are trees	See section (R) in Item 1 below Recorded as: (1)
d. Response number is determined only by underlined portion; e.g., ... is trees e.g., ... is tadpoles	Recorded as: (5) Recorded as: (5)
e. If child doesn't answer, or doesn't use an underlined Response, -Repeat Stimulus -having child join in with you from the dashes; e.g., (If necessary, have child repeat)- - - - - - - - -	See section (S) in Item 1 below -This is a boy. This is the father, and these ...
f. After second time, if child still doesn't answer, or doesn't use an underlined Response, -Record (0) -Go on to next item	Recorded as: (0) Other
g. Accept final response; e.g., If child says, ... are trees and then says, ... is trees	Recorded as: (5)

Example (Item 1)

S	Let's name some things, (child's name).	R (1) ... are trees.
(Point to objects)		(5) ... is trees.
(If necessary, have child repeat)- - -	-This is a boy.	(6) ... be trees.
	This is the father,	(7) ... trees. (verb omitted)
(Points to trees)	and these ...	(0) Other



Test Items

1. USES OF BE
(Are as main verb)

S Let's name some things, (child's name).

(Point to objects)
(If necessary,
help child repeat)- - - - - - - - -This is a boy.
This is the father,
(Point to trees) and these ...

R (1) ... are trees.

(5) ... is trees.
(6) ... be trees.
(7) ... trees. (verb omitted)
(0) Other

2. PLURAL
(Regular - /z/ ending)

S (Point to trees) Let's count these, (child's name).
One, two, ...
Three what?

R (1) Trees. (s pronounced /z/)

(5) Trees. (s pronounced /s/)
(6) Tree(_). (/z/ omitted)
(7) Treezez. (non-standard plural)
(0) Other

Use Picture 1

3. DOUBLE NEGATIVE

(Negated main verb plus affirmative noun determiner or noun subsititute: doesn't have plus a, one, or any)

S	(Pointing)	The father has a fishing pole, but the boy doesn't have ...

R
(1) ... a fishing pole.
(2) ... one.
(3) ... any fishing pole.
(4) ... any.

(5) ... no fishing pole.
(6) ... none.
(0) Other

4. USES OF HAVE

(Have as auxiliary; requires following past participle, walked)

S	(Point to boy)	(Child's name) Ask the boy if he has walked along the river before.

R
(1) Have you walked along the river before?

(5) Has you walked along the river before?
(6) Has you walk(__) along the river before?
(7) Have you walk(__) along the river before?
(8) Did you walk along the river before?
(9) Did you walked along the river before?
(10) Is you walk along the river before?
(11) Is you walked along the river before?
(12) You walk along the river before? (have and -ed omitted)
(13) You walked along the river before? (have omitted)
(0) Other

Use Picture 1

5. PAST PARTICIPLE
(Irregular - past participle, gone, not the same as infinitive plus /d/, i.e., goed, nor as the past, went)

S	(Point to boy)	(Child's name) Ask the boy if he always goes to this river to fish.
	(Say with child)- - - - - - - - - - -	-Have you always ...

R (1) ... gone to this river to fish?

(5) ... went to this river to fish?
(6) ... go to this river to fish?
(7) ... goes to this river to fish?
(8) ... goed to this river to fish?
(0) Other

6. PRONUNCIATION
(Initial consonant sound th pronounced as in thin, think)

S	(Holding thumb up)	What do you call this? A ...

R (1) thumb.

(5)	tum.	(/t/ substituted for th)
(6)	fum.	(/f/ substituted for th)
(7)	sum.	(/s/ substituted for th)
(0)	Other	

7. PRONUNCIATION
(Initial consonant cluster /sk/ pronounced)

S	(Point to ground)	We color grass green.
	(Point to sky)	What do we color blue? The ...

R (1) sky.

(5)	(_)ky.	(/s/ omitted from /sk/)
(6)	es-ky	(vowel added)
(0)	Other	

Use Picture 1

8. USES OF DO
(In questions, main verb, likes, changes to like with addition of does auxiliary)

S (Pointing to self) (Child's name)
Ask me if the boy likes to fish.

R (1) Does the boy like to fish?

(5) Do the boy like to fish?
(6) Does the boy likes to fish?
(7) Do the boy likes to fish?
(8) The boy likes to fish? (does omitted)
(9) The boy like to fish? (does omitted)
(0) Other

9. PAST PARTICIPLE
(Irregular - past participle, made, not the same as infinitive plus /t/, i.e., makt but is the same as irregular past)

S (Point to the boy) Ask the boy if he always makes his own fishing pole.

(If necessary, help child repeat)- - - - - - - - - - - - -Have you always ...

R (1) ... made your own fishing pole?

(5) ... make your own fishing pole?
(6) ... makes your own fishing pole?
(7) ... makt your own fishing pole?
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use.
Score only the underlined form of past participle.

Use Picture 1

10. PRONUNCIATION
(Final consonant in the cluster /st/ pronounced)

S (Make slow swimming motion with hand, then make fast swimming motion) Some fish swim very slow, and some fish swim very ...

R (1) ... fast.

(5) ... fas(_). (/t/ omitted from /st/)
(0) Other

11. PAST TENSE
(Regular - /t/ ending)

S (Point to fish) Where did the fish jump?
(If necessary help child repeat)- - - - - - - - - - - - -The fish ...

R (1) ... jumped in the river.

(5) ... jump(_) in the river. (/t/ omitted)
(6) ... jump-ed in the river. (2 syllables)
(0) Other

12. USES OF DO
(Don't as auxiliary or as substitute for longer predicate; main verb, have, remains the same with addition of don't auxiliary; placement of not between auxiliary and main verb)

S (Holding up pencil or pen) I have a pencil (pen) in my hand. Tell me if you have a pencil (pen) in your hand.

(If necessary, help child repeat)- - - - - - - - - - - - -No, I ...

R (1) ... don't (do not) (have a pencil).

(5) ... doesn't (does not) (have a pencil).
(6) ... don't (do not) has a pencil.
(7) ... has a pencil. (don't omitted)
(8) ... have a pencil. (don't omitted)
(9) Any answer where not (no) is placed before verb construction; e.g., "...not (no) have a pencil."
(0) Other

Use Picture 1

13. POSSESSIVE

(Regular - 's pronounced /z/)

S (Point to father's pole) Whose pole is this? This is the ...

R (1) ... father's (pole). ('s pronounced /z/)

(5) ... father's (pole). ('s pronounced /s/)
(6) ... father(__) (pole). (/z/ omitted)
(7) ... pole of the father. (non-standard possessive)
(0) Other

NOTE: Dad's, Daddy's and man's may be substituted for father's.

14. COMPARISON

(Superlative)

S (If necessary, help child repeat) - - - - - - - - - - - - The boy thinks T. V. is fun; baseball's more fun, and fishing is the ...

R (1) ... most fun.
(2) ... best.

(5) ... fun. (positive)
(6) ... more fun. (comparative)
(7) ... funner. (non-standard comparative)
(8) ... more funner. (non-standard comparative)
(9) ... funnest. (non-standard superlative)
(10) ... most funnest. (non-standard superlative)
(11) Any antonym of fun, in any form, e.g., hard, harder, not fun.
(0) Other

Use Picture 1

15. USES OF HAVE

(Has as main verb)

S (Point to father's fishing pole) What does the father have in his hand?

(If necessary, help child repeat)- - - - - - - - - - - - - -He ...

R (1) ... has a fishing pole (in his hand).

(5) ... have a fishing pole (in his hand).
(6) ... haf a fishing pole (in his hand).
(7) ... hab a fishing pole (in his hand).
(8) ... has a fishing pole (in his hand). (s pronounced /s/)
(0) Other

16. PAST TENSE

(Regular -/ɨd/ ending)

S Did the father need some string, or did the boy need some string?

(If necessary, help child repeat)- - - - - - - - - - - - - -The ....

R (1) ... (boy, father) needed some string.

(5) ... (boy, father) needet some string. (/ɨt/ substituted for /ɨd/)
(6) ... (boy, father) need(_) some string. (/ɨd/ ending omitted)
(0) Other

17. SUBJECT-VERB AGREEMENT

(/s/ ending on verb)

S Does the father go home, or does he keep on waiting?

(If necessary, help child repeat)- - - - - - - - - - - - - -He ...

R (1) ... keeps on waiting. (s pronounced /s/)

(5) ... keep(_) on waiting. (/s/ omitted)
(0) Other

NOTE: If child says, He goes home, reply, But, the father's still there. Then repeat the question.

Use Picture 1

18. USES OF HAVE
(Had as main verb)

S (Child's name) What did you have for lunch yesterday?

(If necessary, help child repeat)- - - - - - - - - - - - -I ...

R (1) ... had etc.

(5) ... have etc.
(6) ... has etc.
(7) ... hab etc.
(8) ... haf etc.
(9) ... hat etc.
(0) Other

19. PLURAL
(Regular - /s/ ending)

S (Point to rocks, one at a time)
This is a rock. This is a rock, and this is another rock. So, there are three ...

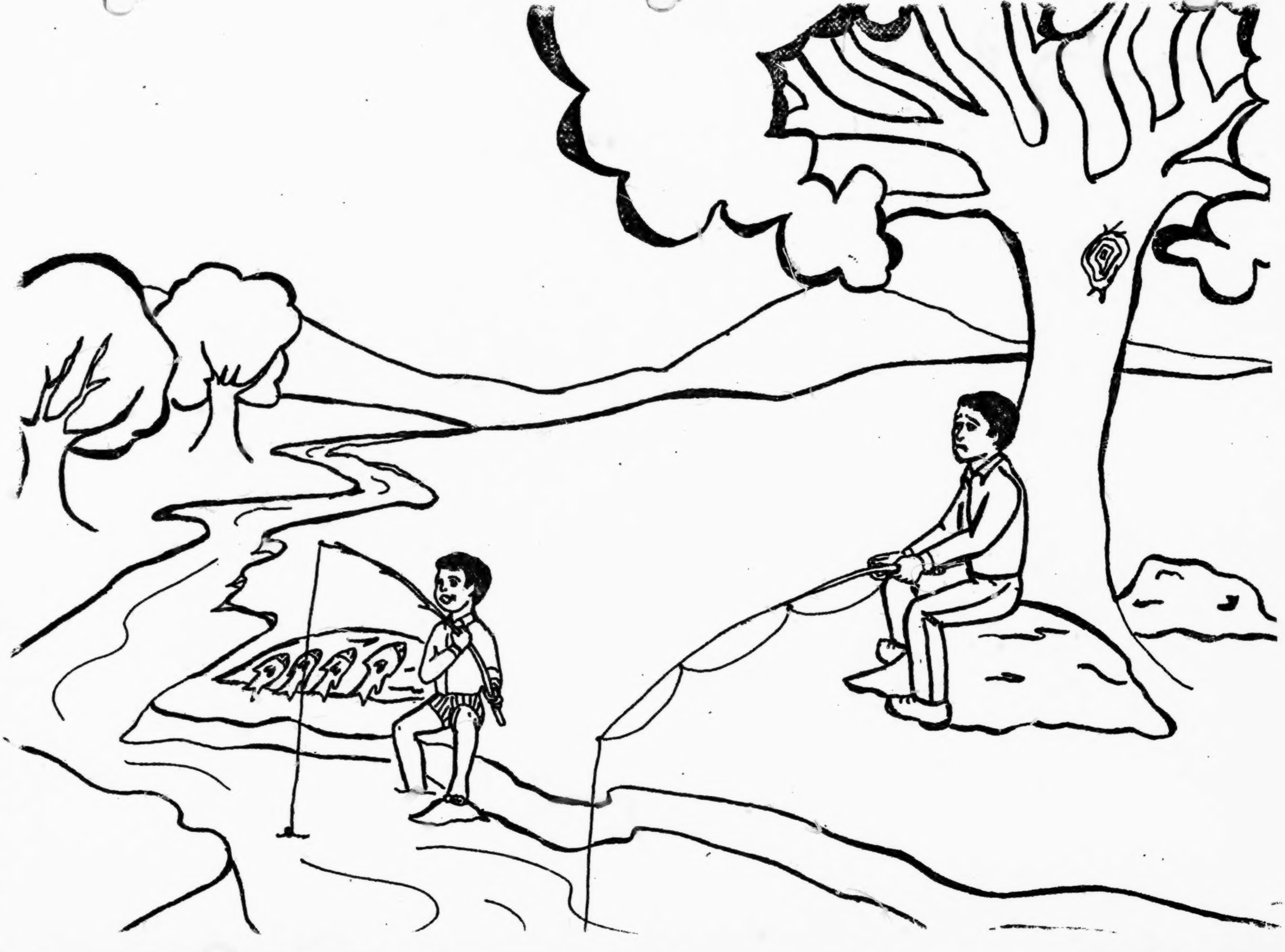
R	(1) ... rocks.	(s pronounced /s/)
	(5) ... rock( ).	(/s/ omitted)
	(6) ... rock-ez.	(ez pronounced /ɨz/)
	(7) ... rock-es.	(es pronounced /ɨs/)
	(8) ... rock-sez.	(sez pronounced /sɨz/)
	(9) ... rock-ses.	(ses pronounced /sɨs/)
	(0) Other	

20. PRONUNCIATION
(Final consonant sound th pronounced as in bath or as in bathe)

S Is the boy fishing by himself?
No, he's fishing ...

R	(1) ... with his father.	
	(5) ... wit his father.	(/t/ substituted for th)
	(6) ... wid his father.	(/d/ substituted for th)
	(7) ... wif his father.	(/f/ substituted for th)
	(8) ... wis his father.	(/s/ substituted for th)
	(0) Other	

Use Picture 1



CHANGE TO PICTURE 2

21. USES OF DO

(Doesn't as auxiliary or as substitute for longer predicate; main verb, wears, changes to wear with addition of doesn't auxiliary; placement of not between auxiliary and main verb)

S (Point to father's shoes) The father wears shoes in this picture. Tell me if the boy wears shoes.

(If necessary, help child repeat)- - - - - - - - - - - - -No, he ...

R (1) ... doesn't (does not) (wear shoes).

(5) ... don't (do not) (wear shoes).
(6) ... doesn't (does not) wears shoes.
(7) ... don't (do not) wears shoes.
(8) ... wear shoes. (doesn't omitted)
(9) ... wears shoes. (doesn't omitted)
(0) Other

22. COMPARISON

(Superlative)

S (Point to each fish starting with the smallest, on the left) Here are four fish. This fish is short; this one is long. This one one is longer; and this fish is the very ...

R (1) ... longest (one).
(2) ... longes( ) (one).

(5) ... long (one). (positive)
(6) ... longer (one). (comparative)
(7) ... more long (one). (non-standard comparative)
(8) ... more longer (one). (non-standard comparative)
(9) ... most long (one). (non-standard superlative)
(10) ... most longest (one). (non-standard superlative)
(11) Any antonym of long, in any form; e.g., short, shorter, not long.
(0) Other

Use Picture 2

23. PLURAL
(Irregular)

S (Point to boy's feet) Here's a foot. And here's a foot. So there are two ...

R (1) ... feet.

(5) ... foots.
(6) ... feets.
(7) ... foot.
(0) Other

NOTE: If a child does not use some form of the word feet, say, (showing hands) These are my hands, and (showing feet) These are my ...

24. POSSESSIVE
(Regular - 's pronounced /ɨz/)

S (Point to fish's tail) Whose tail is this? This is the ...

R (1) ... fish's (tail). ('s pronounced /ɨz/)

(5) ... fish's (tail). ('s pronounced /ɨs/)
(6) ... fish(_) (tail). (/ɨz/ ending omitted)
(7) ... tail of the fish. (non-standard possessive)
(0) Other

NOTE: Do not score pronunciation problem, ish. Score only the underlined form of the possessive.

25. SUBJECT - VERB AGREEMENT
(/ɨz/ ending on verb)

S Does the boy use big worms or little worms to get the fish?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... uses (big, little) worms. (es pronounced /ɨz/)

(5) ... uses (big, little) worms. (es pronounced /ɨs/)
(6) ... use(_). (plural ending omitted)
(0) Other

Use Picture 2

26. COMPARISON
(Comparative)

S (Pointing to boy) The boy is little, but the
(Point to smallest fish) fish is much ...

R (1) ... littler.

(5) ... little. (positive)
(6) ... more little. (non-standard comparative)
(7) ... more littler. (non-standard comparative)
(8) ... littlest. (superlative)
(9) much. (adjective omitted)
(10) Any antonym of little, in any form; e.g., big, bigger, not little.
(0) Other

NOTE: Smaller (small, smallest) may be substituted for littler (little, littlest).

27. USES OF HAVE
(Have as auxiliary; requires following past participle, fished)

S Ask the boy if he has ever fished before.

R (1) Have you ever fished before?

(5) Has you ever fished before?
(6) Has you ever fish( ) before?
(7) Have you ever fish( ) before?
(8) Did you ever fish before?
(9) Did you ever fished before?
(10) Is you ever fish before?
(11) Is you ever fished before?
(12) You ever fish( ) before? (have and -ed omitted)
(13) You ever fished before? (have omitted)
(0) Other

Use Picture 2

28. PAST PARTICIPLE

(Irregular - past participle, seen, not the same as infinitive plus /d/, i.e., seed, nor as the past, saw)

S Ask the boy if he always sees a lot of fish in the river.

(If necessary, help child repeat)- - - - - - - - - - - - -Have you always ...

R (1) ... seen a lot of fish (in the river)?

(5) ... saw a lot of fish (in the river)?
(6) ... see a lot of fish (in the river)?
(7) ... sees a lot of fish (in the river)?
(8) ... seed a lot of fish (in the river)?
(0) Other

29. PAST TENSE

(Regular - /d/ ending)

S (Point to boy's mouth) Did the boy cry a lot or did he smile a lot?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... smiled (a lot).

(5) ... smilt (a lot). (/t/ substituted for /d/)
(6) ... smile(_) (a lot). (/d/ omitted)
(7) ... smil-ed (a lot). (2 syllables)
(8) ... smil-et (a lot). (2 syllables)
(0) Other

Use Picture 2

30. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: aren't plus any, or (_) birds)

S (Point to the sky)
There are no birds in the sky.
So we can say that there aren't ...

R (1) ... any.
(2) ... any birds.
(3) ... birds.

(5) ... no birds.
(6) ... none.
(0) Other

31. PRONUNCIATION
(Consonant sound ng pronounced)

S (Point to fish)
Fish swim with fins.
What do birds fly with?

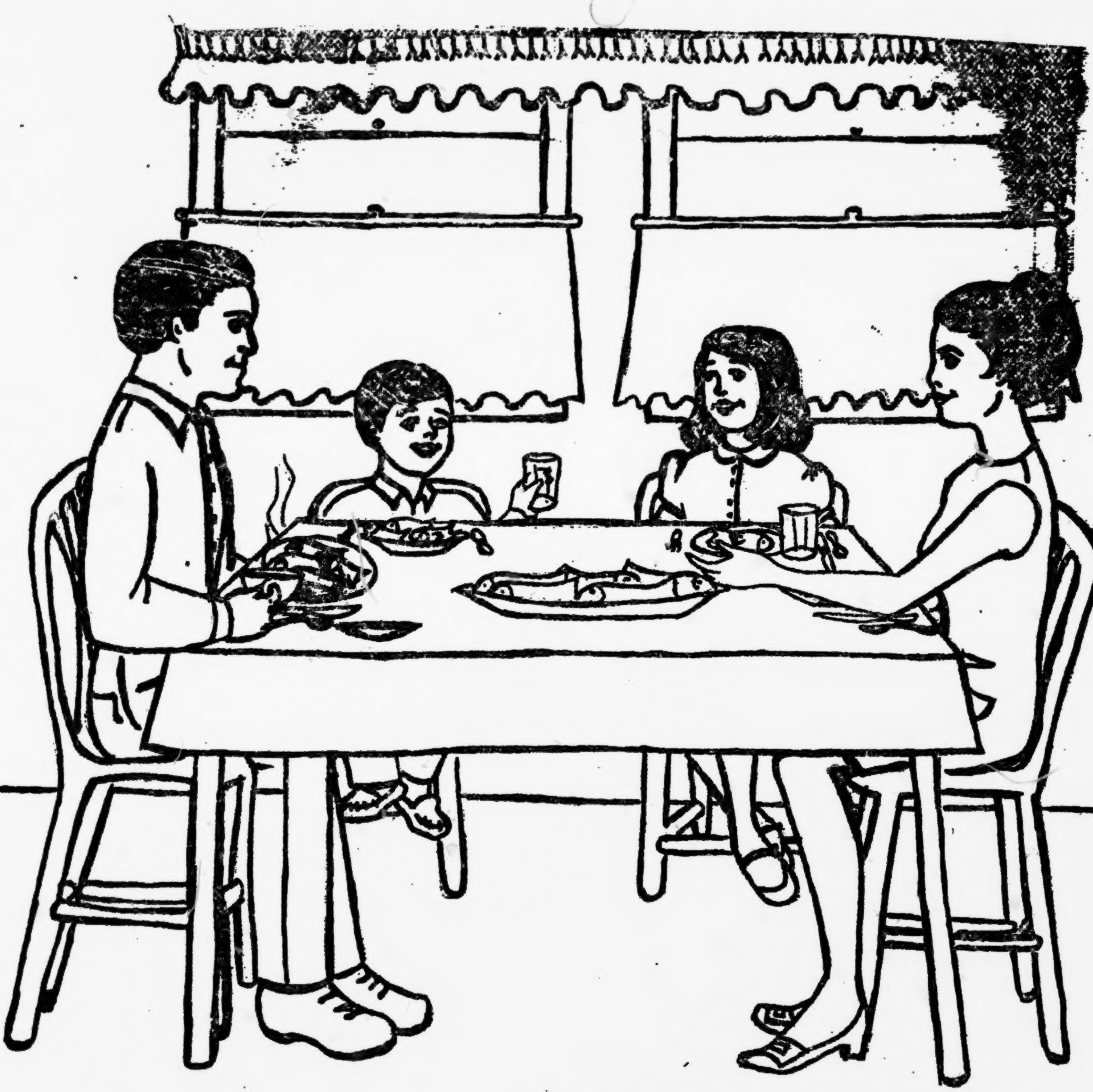
R (1) Wings.
(2) (A) wing.
(3) (A) wink(_).
(4) Wing-ez (-es).

(5) Win. (/n/ substituted for ng)
(6) Wins. (/n/ substituted for ng)
(0) Other

NOTE: Child may have difficulty with /z/ pluralization. Do not score pluralization problem. Score only the underlined pronunciation problem.

If the child answers, feathers, ask, (Holding arms out to simulate wings) What are the feathers on? Or, ask, (Holding arms out) What do airplanes fly with?

Use Picture 2



CHANGE TO PICTURE 3

32. PAST TENSE
(Irregular - past, went, not the same as infinitive plus /d/, i.e., goed)

S — When the father and boy finished fishing, where did they go?

(If necessary, help child repeat)- - - - - - - - - - - -They ...

R (1) ... went home.

(5) ... go home.
(6) ... goed home.
(7) ... go-ed home. (2 syllables)
(0) Other

33. USES OF BE
(Were as main verb or as substitute for longer predicate)

S (Point to father and boy) — Who was tired?
(If necessary, help child repeat)- - - - - - - - - - - -They both ...

R (1) ... were (tired).

(5) ... was (tired).
(6) ... is (tired).
(7) ... are (tired).
(8) ... be (tired).
(9) ... tired. (verb omitted)
(10) They. (verb omitted)
(0) Other

34. USES OF BE
(Is as main verb)

S (Point to each object) — Let's name some things in this picture. These are dishes. These are chairs, and

(If necessary, help child repeat)- - - - - - - - - - - -this ...

R (1) ... is (a table).

(5) ... are (a table).
(6) ... be (a table).
(7) ... a (table). (verb omitted)
(0) Other

Use Picture 3

35. **PLURAL**
(Regular - /ɨz/ ending)

S (Point to glass) This is a glass.
(Point to glass) This is a glass.
That makes two ...

R (1) ... glasses. (es pronounced /ɨz/)

(5) ... glasses. (es pronounced /ɨs/)
(6) ... glass(_). (plural ending omitted)
(0) Other

36. **PRONUNCIATION**
(Initial ch sound pronounced)

S (Point to chair) What's the mother sitting in? A ...

R (1) ... chair.

(5) ... shair. (sh substituted for ch)
(0) Other

37. **POSSESSIVE**
(Regular - 's pronounced /s/)

S (Point to girl) Let's call the girl Janet. Whose
(Point to blouse) blouse is this? This is ...

R (1) ... Janet's (blouse).

(5) ... Janet(_) (blouse). (/s/ omitted)
(6) ... the blouse of Janet. (non-standard possessive)
(0) Other

Use Picture 3

38. USES OF BE
(Isn't as main verb or as substitute for longer predicate; requires following present participle, wearing; placement of not between auxiliary and main verb)

S (Point to father and boy) The father and boy are wearing shirts,
(Point to girl) but
(Shake head "No")- - - - - - - - - - - the girl ...

R (1) ... isn't (is not) (wearing a shirt).

(5) ... aren't (are not) (wearing a shirt).
(6) ... ain't (wearing a shirt).
(7) ... not (no) wearing a shirt.
(8) ... doesn't (does not) (wear a shirt).
(9) ... don't (do not) (wear a shirt).
(0) Other

NOTE: Child may have difficulty with a shirt. Do not score the double negative problem. Score only the underlined use of be.

39. USES OF DO
(In questions, main verb, baked, changes to bake with addition of did auxiliary)

S (Point to mother) Ask the mother if she baked a pie?

R (1) Did you bake a pie?

(5) Do you bake a pie?
(6) Does you bake a pie?
(7) Do you baked a pie?
(8) Does you baked a pie?
(9) Did you baked a pie?
(10) You baked a pie? (did omitted)
(11) You bake a pie? (did omitted)
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use. Score only the underlined use of do.

Use Picture 3

40. COMPARISON
(Comparative)

S Fish for supper is very good, but the boy likes hot dogs much ...

R
(1) ... better.
(2) ... more.

(5) ... best. (superlative)
(6) ... bestest. (non-standard superlative)
(7) ... good. (positive)
(8) ... more good. (non-standard comparative)
(9) ... more better. (non-standard comparative)
(10) much. (adverb omitted)
(0) Other

41. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: don't want plus any, more, or any more)

S (Point to mother) The mother wants to know if the boy wants more milk. The boy says, "No, I don't want ...

R
(1) ... any more (milk)."
(2) ... more (milk)."
(3) ... any (milk)."
(4) ... milk."

(5) ... no more (milk)."
(6) ... no milk."
(7) ... none."
(0) Other

Use Picture 3

42. SUBJECT-VERB AGREEMENT
(No ending on main verb)

S Look. Everybody is eating fish.
(Point to girl) The girl eats a little bit of fish.
(Point to father and boy)
(If necessary, help
child repeat)- - - - - - - - - - - - - -They ...

R (1) ... eat (a lot, a little bit).

(5) ... eats (a lot, a little bit).
(0) Other

43. SUBJECT-VERB AGREEMENT
(/z/ ending on main verb)

S Does the boy go outside to play after dinner, or does he go to bed?

(If necessary, help
child repeat)- - - - - - - - - - - - -He ...

R (1) ... goes (outside, to bed). (s pronounced /z/)

(5) ... goes (outside, to bed). (s pronounced /s/)
(6) ... go (outside, to bed).
(7) ... goed (outside, to bed).
(8) ... went (outside, to bed).
(0) Other

Use Picture 3

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Response Sheet

Recording code: 1, 2, 3, 4 (standard); 5, 6, etc. (non-standard); 0 (other)

- If child answers with listed standard or non-standard response:_ _ _ _Record response number
- If child answers with unlisted response after second administration:_ _ Record 0

(*Number of last item on given test page)

Item	Name					Category	TOTALS Count 1 point for each (1-4)
1						A	
* 2						H	
3						D	
* 4						E	
5						G	
6						J	
* 7						J	
8						C	
* 9						G	
10						J	
11						F	
*12						C	
13						I	
*14						B	
15						E	
16						F	
*17						K	
18						E	
19						H	
*20						J	
21						C	
*22						B	

Item	Name	Continue with same students as listed for Items 1-22				Category	TOTALS Count 1 point for each (1-4)
23						H	
24						I	
*25						K	
26						B	
*27						E	
28						G	
*29						F	
30						D	
*31						J	
32						F	
33						A	
*34						A	
35						H	
36						J	
*37						I	
38						A	
*39						C	
40						B	
*41						D	
42						K	
*43						K	

Teacher ______________Grade___

Tester ________________________

School _______________Date____

Sheet____of____sheets

Location ______________________

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Category Sheet

USES OF BE - A CATEGORY

Test		Item Number				Total		Per-cent
Date	#	1	33	34	38	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

COMPARISON - B CATEGORY

Test		Item Number				Total		Per-cent
Date	#	14	22	26	40	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

USES OF DO - C CATEGORY

Test		Item Number				Total		Per-cent
Date	#	8	12	21	39	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

DOUBLE NEGATIVE - D CATEGORY

Test		Item Number			Total		Per-cent
Date	#	3	30	41	/15		
	1				/15	=	%
	2				/15	=	%
	3				/15	=	%
	4				/15	=	%
	5				/15	=	%
	6				/15	=	%

USES OF HAVE - E CATEGORY

Test		Item Number				Total		Per-cent
Date	#	4	15	18	27	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

PAST TENSE - F CATEGORY

Test		Item Number				Total		Per-cent
Date	#	11	16	29	32	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

The purpose of this sheet is to rearrange the Response Sheet totals into grammatical and phonological categories so that student weaknesses can be identified.

DIRECTIONS:

1. For each item, transfer the number in the Response Sheet's TOTALS columns to the appropirate category on this sheet.
2. For each category:
   a. Add the row and enter this number in the Total column.
   b. Compute the category percentage by dividing by the indicated number and entering it in the Percent col.*

REMEMBER: Six rows are provided in each category, one row for each of six testings through the year. Only five students are tested at each testing, one a day for a week.

*If the Response Sheet is not based on five students, refer to the formulas on the back of the Category Sheet.

PAST PARTICIPLE - G

Test		Item Number			CATEGORY		
Date	#	5	9	28	Total 15		Per-cent
	1				15	=	%
	2				15	=	%
	3				15	=	%
	4				15	=	%
	5				15	=	%
	6				15	=	%

SUBJECT-VERB AGREEMENT - K

Test		Item Number				CATEGORY		
Date	#	17	25	42	43	Total 20		Per-cent
	1					20	=	%
	2					20	=	%
	3					20	=	%
	4					20	=	%
	5					20	=	%
	6					20	=	%

PLURAL - H

Test		Item Number				CATEGORY		
Date	#	2	19	23	35	Total 20		Per-cent
	1					20	=	%
	2					20	=	%
	3					20	=	%
	4					20	=	%
	5					20	=	%
	6					20	=	%

NOTE: Following formula is for sample using more or less than 5 pupils (no. pupils = N*).

For Cat.					
A,B,C E,F H,K	Categ. Total	÷	4xN*	=	Categ. %
D,G,I	Categ. Total	÷	3xN*	=	Categ. %
J	Categ. Total	÷	6xN*	=	Categ. %

POSSESSIVE - I

Test		Item Number			CATEGORY		
Date	#	13	24	37	Total 15		Per-cent
	1				15	=	%
	2				15	=	%
	3				15	=	%
	4				15	=	%
	5				15	=	%
	6				15	=	%

PRONUNCIATION - J

Test		Item Number						CATEGORY		
Date	#	6	7	10	20	31	36	Total 30		Per-cent
	1							30	=	%
	2							30	=	%
	3							30	=	%
	4							30	=	%
	5							30	=	%
	6							30	=	%

Evaluation Report
Exhibit II--Teacher Training Sample Sheets

A Spanish speaking child learning to read in English will sometimes "misread" a word because his Spanish system of vowel sounds causes him to "mispronounce" or because it causes us to misinterpret what he reads.

We might interpret his reading of sick as:

62. seek sake sack suck sock soak

We might interpret his reading of sack as:

63. seek sick sake suck sock soak

We might interpret his reading of wick as:

64. week wake shack walk woke

We might interpret his reading of whack as:

65. week wick wake walk woke

We might interpret his reading of walk as:

66. week wick wake whack woke

We might interpret his reading of woke as:

67. week wick wake whack walk

We might interpret his reading of list as:

68. least laced lest last lust lost

We might interpret his reading of laced as:

69. least list lest last lust lost

We might interpret his reading of lest as:

70. least list laced last lust lost

We might interpret his reading of lost as:

71. least list laced lest last lust

The -s endings for plural, third person, and possessive have three different pronunciations: /s/, /z/, and /iz/. In the blanks, write the symbols to indicate how the -s ending of each item is pronounced.

Use /s/, /z/, or /ɪz/.

	Final Sound	Word	Ending
84.	/d/	need	________
85.	/f/	stuff	________
86.	/g/	dog	________
87.	/k/	book	________
88.	/m/	comb	________
89.	/n/	pin	________
90.	/p/	drop	________
91.	/s/	miss	________
92.	/t/	want	________
93.	/z/	raise	________
94.	/θ/	sheath	________
95.	/ð/	breathe	________
96.	/š/	wash	________
97.	/č/	watch	________
98.	/ǰ/	change	________

The -ed ending for past tense has three different pronunciations: /t/, /d/, and /ɪd/. In the blanks, write the symbols to indicate how the -ed ending of each item is pronounced.

Use /t/, /d/, or /ɪd/.

	Final Sound	Word	Ending
99.	/b/	rub	________
100.	.d.	need	________
101.	/f/	stuff	________
102.	/k/	book	________
103.	/l/	mail	________
104.	/n/	pin	________
105.	/p/	drop	________
106.	/r/	store	________
107.	/s/	miss	________
108.	/t/	want	________
109.	/v/	love	________
110.	/ŋ/	bang	________
111.	/š/	wash	________
112.	/č/	watch	________
113.	/ǰ/	change	________

Evaluation Report
Exhibit II--Teacher Training Sample Sheets

Read the quotations below.

a. "Language should be reduced to rules, and standards of correct usage should be set up."

b. "Language should be refined, that is, defects disposed of and refinements made."

c. "Once the desired form is developed, language should be fixed permanently."

d. "Language should be studied, and standards of usage should be based on the situations in which language is actually used."

33. Linguistically speaking, the "good guys" are sympathetic to a descriptive approach, as in quotation _____ above. The "bad guys" are still inclined toward an arbitrarily prescriptive approach, as in quotations _____, _____, and _____.

34. Which of the following would you teach your students to use for his ordinary communication needs in English? Be prepared to give reasons for each choice.

a. I'm not going.
I ain't going.

b. Who did you go with?
With whom did you go?

c. It is I.
It is me.

d. He don't care.
He doesn't care.

e. You were mistaken.
You was mistaken.

f. He loaned me a dollar.
He lent me a dollar.

In Mark Twain's Huckleberry Finn, Huck and Jim get into a conversation about language. Read the selection below and answer the questions which follow it.

"Huck, do de French people talk de same way we does?"

"No, Jim, you couldn't understand a word they said...S'pose a man was to come to you and say Polly-voo-franzy - what would you think?"

"I wouldn' think nuffin, I'd take en bust him over the head..."

"Shucks... It's only saying, do you know how to talk French?"

"Well, den, why couldn't he say it?"

"Why, he is a-saying it. That's a Frenchman's way of saying it... Does a cat talk like a cow, or a cow talk like a cat?"

"No, dey don't."

"It's natural and right for 'em to talk different from each other ain't it?"

"Course."

"And ain't it natural and right for a cat and a cow to talk different from us?"

"Why mos' sholy it is."

"Well, then, why ain't it natural and right for a Frenchman to talk different from us? You answer me that."

"Is a cat a man, Huck?"

"No."

"Well, den, dey ain't no sense in a cat talkin' like a man. Is a cow a man? -er is a cow a cat?"

"No, she ain't either of them."

"Well, den, she ain't got no business to talk like either one er the yuther of 'em. Is a Frenchman a man?"

"Yes."

"Well, den! Dad blame it, why doan' he talk like a man....."

20. From the selection above we may conclude that Jim believed _____.

   a. There is a right way to talk and a wrong way to talk.
   b. People in different places talk in different ways.
   c. Some languages are better than others.

21. From the selection above we may conclude that Huck believed______

   a. There is a right way to talk and a wrong way to talk.
   b. People in different places talk in different ways.
   c. Some languages are better than others.

Evaluation Report
Exhibit II--Teacher Training Sample Sheets

1. According to the discussion of the nature of language, the three basic parts or sub-systems, of language are ____, ______, and _____.

   a. stress system
   b. sound system
   c. structure words
   d. nouns and verbs
   e. vowels and consonants
   f. content vocabulary
   g. pitch system
   h. structural system

2. According to the discussion, the sound system consists of three parts, which are the ____, ____, and ____.

   a. distribution
   b. vowel sounds
   c. stress
   d. individual sounds
   e. pitch
   f. pause
   g. suprasegmentals
   h. consonant sounds

3. According to the discussion, the structural system consists of three parts, which are the ____, ____, and ____.

   a. performer
   b. determiners
   c. form of words
   d. intensifiers
   e. structure words
   f. auxiliaries
   g. order of forms
   h. modifier

4. According to the discussion, the content vocabulary consists of four classes, which are the ____, ____, ____, and ____.

   a. prepositions
   b. auxiliaries
   c. verbs
   d. adjectives
   e. articles
   f. nouns
   g. conjunctions
   h. adverbs

Evaluation Report
Exhibit III--French Humanities Tests

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-I

(French Version)

For each of the first thirteen questions on this test you will be shown a slide. A question concerning the slide will be read to you once then there will be a brief pause. It is important that you listen carefully and that you mark your answer sheet during the pause. The question will not be read to you a second time and the picture on the screen will be changed.

Question No. 1 (Monet: Rouen Cathedral, West façade, sunlight)

Ce tableau est de style

a) romantique
b) classique
c) impressionniste
d) cubiste

Question No. 2 (Manet: The Railway)

Dans ce tableau, le réalisme de Manet apparaît avec le plus d'évidence dans

a) l'importance accordée aux détails de l'arrière-plan
b) le fait que ce tableau illustre une histoire
c) l'usage des pastels
d) l'attitude naturelle des personnages

Question No. 3 (Monet: Mme. Monet Reading Under the Willows)

Ce tableau est caractérisé par

a) la rigidité des lignes
b) la précision des formes
c) l'importance de la lumière et de la couleur
d) l'absence totale de composition

Question No. 4 (Corot: The Forest of Fontainebleau)
Laquelle des attitudes suivantes envers la nature est la mieux illustrée dans ce tableau?

a) la notion néo-classique d'une nature rationnelle, géométrique et ordonnée

b) la notion romantique d'une nature sublime qui réfléchit les émotions humaines.

c) la notion darwinienne d'une nature sauvage où seuls les plus forts survivent

d) la notion freudienne de la nature en tant qu'expression du subconscient

Question No. 5 (Van Gogh: La Mousmé)
Laquelle des remarques suivantes concernant ce tableau est correcte?

a) c'est l'oeuvre d'un impressionniste qui souligne l'importance de la lumière

b) c'est l'oeuvre d'un peintre expressionniste qui exprime ses sentiments émotifs surtout par la couleur

c) c'est l'oeuvre d'un peintre académique qui s'attache à la composition formelle

d) c'est l'oeuvre d'un peintre japonais imitant le style post-impressionniste français

Question No. 6 (Toulouse-Lautrec: Au Moulin Rouge)
Ce tableau est typique du peinture de

a) **Chardin**

b) **Gauguin**

c) **Renoir**

d) **Toulouse-Lautrec**

Question No. 7 (David: Napoléon)
Ce tableau de Napoléon est un bon exemple

a) du néo-classicisme de David

b) du romantisme de Delacroix

c) de l'influence de la renaissance italienne sur Ingres

d) de l'influence de Courbet sur Manet

Question No. 8 (Fragonard: The Swing)
Ce tableau est un exemple duquel des styles de peinture suivants?

a) Renaissance

b) Baroque

c) Rococo

d) Impressionniste

Question No. 9 (Cézanne: Still Life)
Toutes les remarques suivantes concernant ce tableau sont exactes EXCEPTE

a) les lignes droites sont en contraste avec les lignes courbes

b) la forme et la couleur ont une place prédominante

c) l'importance accordée à l'imitation des tissus naturels

d) les formes sont contenues dans les surfaces de couleur

Question No. 10 (Gothic Cathedral: interior)
L'intérieur de cette construction est typique du style appelé

a) roman

b) gothique

c) classique

d) baroque

Question No. 11 (David: Death of Marat)
Ce tableau représente la mort de

a) Robespierre

b) Marat

c) Louis XVI

d) Maréchal Brune

Question No. 12 (Versailles: Gardens)
Ces jardins illustrent le sentiment du dix-huitième siècle selon lequel la nature

a) doit être rationelle, ordonnée et géométrique

b) manifeste l'esprit de Dieu

c) doit être sauvage, libre et irrégulière

d) est un lieu propice à la contemplation solitaire et à la méditation

Question No. 13 (Château of Chambord: exterior)
Le style architectural de ce monument permet de l'associer

a) au Moyen Age

b) à la Renaissance

c) au dix-huitième siècle

d) au dix-neuvième siècle

For the remaining thirteen questions on this test, a question concerning a musical selection will be read to you, then you will hear the music. The question will be read to you a second time, after which you should mark your answer on your answer sheet. The musical selection will not be played again.

Question No. 14 (Piaf: Milord)
Dans cette chanson la chanteuse dépeint la vie

a) des rues populaires

b) en banlieue

c) à la campagne

d) dans une ville frontière

Ecoutez bien cette musique.
(Music; question is repeated)

Question No. 15 (Mass: Kyrie)
En écoutant ce morceau de musique un Français pense

a) à la Révolution française

b) à la cour de Louis XIV

c) aux techniques publicitaires modernes

d) à l'Eglise catholique

Ecoutez bien cette musique.
(Music; question is repeated)

Question No. 16 (Debussy: "Cloches à travers les feuilles")
A laquelle des écoles de peinture suivantes correspond ce genre de musique?

a) réalisme

b) cubisme

c) impressionnisme

d) classicisme

Ecoutez bien cette musique.
(Music; question is repeated)

Question No. 17 (Costeley: "Allons au vert bocage")
Cette chanson date probablement du

a) 16^{e} siècle

b) 17^{e} siècle

c) 18^{e} siècle

d) 19^{e} siècle

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 18 (Brel: Les Bourgeois)
Cette chanson est un exemple de

a) satire sociale

b) propagande militaire

c) chant d'étudiant humoristique

d) chant de revendication des ouvriers

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 19 (Middle Ages: Je ne puis pas si loin fuir)
Ce chant est typique de la

a) musique médiévale religieuse

b) musique lyrique des troubadours

c) musique romantique de la Renaissance

d) chanson poétique du 20^{e} siècle

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 20 (Berlioz: Symphonie Fantastique)
Ce morceau de musique est extrait du début de laquelle des oeuvres suivantes de Berlioz?

a) l'ouverture de Benvenuto Cellini

b) Harold en Italie

c) l'ouverture du Carnaval Romain

d) la Symphonie Fantastique

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 21 (Boulez: Le marteau sans maître)
Cet extrait est typique de la musique française qu'on appelle

a) de jazz

b) de chambre

c) concrète

d) électronique

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 22 (Middle Ages: Chanson de la mariée)
Cette chanson a pour thème

a) les conseils à une jeune mariée

b) la description de la vie à la campagne

c) une cérémonie de mariage religieux

d) les plaintes d'une jeune fille malheureuse en mariage

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 23 (Couperin: "Huit préludes de l'art de toucher le clavecin"
Ce genre de musique est de style

a) moderne

b) classique

c) baroque

d) romantique

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 24 (Françoise Hardy: "Je t'aime")
Ceci est un exemple de

a) chanson artisanale

b) chanson commerciale des années 1960

c) chanson commerciale d'avant la première guerre mondiale

d) chanson tenant à la fois de la chanson commerciale et de la chanson artisanale

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 25 (Bizet: Carmen)
Ce morceau est extrait

a) d'une symphonie classique
b) d'un opéra du 19^e siècle
c) d'une comédie musicale du 20^e siècle
d) de musique de chambre de la Renaissance

Ecoutez bien cette musique.

(music; question is repeated)

Question No. 26 (A la claire fontaine)
Cette chanson est caractéristique de la musique française

a) folklorique
b) classique
c) religieuse
d) satirique

Ecoutez bien cette musique.

(music; question is repeated)

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-I

(English Version)

For each of the first thirteen questions on this test you will be shown a slide. A question concerning the slide will be read to you one time then there will be a brief pause. It is important that you listen carefully and that you mark your answer on your answer sheet during the pause. The question will not be read to you a second time and the picture on the screen will be changed.

Question No. 1. (Monet: Rouen Cathedral, West façade, Sunlight)
This painting may best be called
- a) romantic
- b) classical
- c) impressionistic
- d) cubist

Question No. 2 (Manet: The Railway)
Manet's realism in this painting is most evident in
- a) its heavy emphasis on background detail
- b) the fact that it illustrates a story
- c) the use of pastels
- d) the casual, unposed placement of the figures

Question No. 3 (Monet: Madame Monet Reading Under the Willows)
This painting is characterized by
- a) rigidity of lines
- b) precision of forms
- c) emphasis on light and color
- d) total absence of composition

Question No. 4 (Corot: The Forest of Fontainebleau)
This painting best illustrates which of the following attitudes toward nature?
- a) the neo-classical notion of a rational, geometric and orderly nature
- b) the romantic notion of a sublime nature which reflects human emotions
- c) the Darwinian notion of a savage nature where only the fittest survive
- d) the Freudian notion of nature as an expression of the subconscious mind

Question No. 5 (Van Gogh: La Mousmé)
Which of the following statements concerning this painting is correct?
a) it is the work of an impressionist and emphasizes light
b) it is the work of an expressionist and emphasizes emotional feeling through color
c) it is the work of an academic painter and stresses formal composition
d) it is the work of a japanese painter working in the French Post-Impressionist style

Question No. 6 (Toulouse-Lautrec: At the Moulin Rouge)
This painting is typical of the works of
a) Chardin
b) Gauguin
c) Renoir
d) Toulouse-Lautrec

Question No. 7 (David: Napoléon)
This painting of Napoleon is a good example of
a) David's Neo-Classicism
b) Delacroix's romanticism
c) the influence of the Italian Renaissance on Ingres
d) the influence of Courbet on Manet

Question No. 8 (Fragonard: The Swing)
This painting is an example of which of the following styles in art?
a) Renaissance
b) Baroque
c) Rococo
d) Impressionist

Question No. 9 (Cézanne: Still Life)
All of the following statements concerning this painting are true EXCEPT
a) straight lines are contrasted with curving lines
b) form and color are emphasized
c) natural textures are imitated and emphasized
d) forms are implied by planes of color

Question No. 10 (Gothic Cathedral: Interior)
The interior of this building is typical of the style called
a) Romanesque
b) Gothic
c) Classical
d) Baroque

Question No.11 (David: Death of Marat)
This is a painting of the death of
a) Robespierre
b) Marat
c) Louis XVI
d) Marshall Brune

Question No. 12 (Versailles: Gardens)
These gardens illustrate the eighteenth century belief that nature
a) should be rational, orderly, and geometric
b) was infused with the spirit of God
c) should be untamed, free, and irregular
d) was a place for solitary contemplation and meditation

Question No. 13 (Château of Chambord: exterior)
The style of architecture of this building associates it with the
a) Middle Ages
b) Renaissance
c) eighteenth century
d) ninteenth century

For the remaining thirteen questions on this test, a question concerning a musical selection will be read to you, then you will hear the music. The question will be read to you a second time, after which you should mark your answer on your answer sheet. The musical selection will not be played again.

Question No. 14 (Edith Piaf: "Milord")
In this song, the singer depicts
a) the life of the popular streets
b) suburban life
c) country life
d) life in a border town

Listen carefully to this music.

(Music; question is repeated)

Question No. 15 (Mass: "Kyrie")
On hearing this music a Frenchman thinks of
a) the French Revolution
b) the Court of Louis XIV
c) modern advertising techniques
d) the Catholic Church

Listen carefully to this music.

(Music; question is repeated)

Question No. 16 (Debussy: "Cloches à travers les feuilles)
This type of music is linked in style to which of the following schools of painting?
- a) Realism
- b) Cubism
- c) Impressionism
- d) Classicism

Listen carefully to this music.
(Music; question is repeated)

Question No. 17 (Costeley: "Allons au vert bocage")
This song is most likely from the
- a) 16th century
- b) 17th century
- c) 18th century
- d) 19th century

Listen carefully to this music.
(Music; question is repeated)

Question No. 18 (Jacques Brel: "Les Bourgeois")
This music may best be described as an example of
- a) social satire
- b) military propaganda
- c) humorous student songs
- d) laborers' protest songs

Listen carefully to this music.
(Music; question is repeated)

Question No. 19 (Middle ages: "Je ne puis pas si loin fuir")
This song is typical of
- a) medieval religious music
- b) lyrical music of the troubadours
- c) romantic music of the Renaissance
- d) "chanson poètique" of the twentieth century

Listen carefully to this music.
(Music; question is repeated)

Question No. 20 (Berlioz: "Symphonie Fantastique")
This music is taken from the beginning of Berlioz's
- a) Benvenuto Cellini Overture
- b) Harold in Italy
- c) Roman Carnival Overture
- d) Symphonie Fantastique

Listen carefully to this music.
(Music; question is repeated)

Question No. 21 (Boulez: "Le Marteau sans Maître")
In France, this type of music is called
a) jazz
b) chamber
c) concrete
d) electronic

Listen carefully to this music.
(Music; question is repeated)

Question No. 22 ("Chanson de la Mariée")
The theme of this song is
a) advice to a newly married girl
b) a description of country life
c) a religious ceremony for a wedding
d) a lament of a girl unhappily married

Listen carefully to this music.
(Music; question is repeated)

Question No. 23 (Couperin: "Huit préludes de l'art de toucher le clavecin")
This type of music is called
a) modern
b) classical
c) baroque
d) romantic

Listen carefully to this music.
(Music; question is repeated)

Question No. 24 (Françoise Hardy: "Je t'aime")
This is an example of
a) an art song
b) a popular song of the 1960's
c) a popular song prior to World War I
d) a song which is at the same time a popular song and an art song

Listen carefully to this music.
(Music; question is repeated)

Question No. 25 (Bizet: "Carmen")
This musical extract has been taken from
a) a classical symphony
b) a 19th century opera
c) a 20th century musical comedy
d) Renaissance chamber music

Listen carefully to this music.
(Music; question is repeated)

Question No. 26 ("A la claire fontaine")

To which of the following traditions in French music does this song belong?

a) Folk
b) Classical
c) Religious
d) Satirical

Listen carefully to this music.
(Music; question is repeated)

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-I

(French and English Versions)

KEY

1. C
2. D
3. C
4. B
5. B
6. D
7. A
8. C
9. C
10. B
11. B
12. A
13. B
14. A
15. D
16. C
17. A
18. A
19. B
20. D
21. D
22. A
23. C
24. B
25. B
26. A

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-II

(French Version)

Time - 30 minutes

YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET. No credit will be given for anything written in this test booklet. After you have decided which of the suggested answers you want to give for a question, completely fill the area between the pair of lines of the corresponding space on the answer sheet.

Example

0. Chicago is a

   A) state
   B) mountain
   C) country
   D) city

	a	b	c	d
0.	═	═	═	■

Give only one answer to each question; no credit will be given for multiple answers. If you wish to change an answer, erase your first mark completely and mark your new choice.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one which is best in each case and then blacken the corresponding space on the answer sheet.

1. Les Français célèbrent leur fête nationale le 14 juillet en souvenir du jour de 1789 où a eu lieu

    (A) la réunion des Etats Généraux à Paris
    (B) la prise de la Bastille
    (C) l'exécution de Louis XVI
    (D) l'établissement du Comité de la Sûreté Publique

2. Le français moderne vient de la langue que parlaient les

    (A) colonisateurs romains
    (B) envahisseurs maures
    (C) anciennes communautés celtiques
    (D) tribus errantes des Goths

3. Jusqu'au dix-huitième siècle le système social français était basé sur

    (A) la féodalité
    (B) les droits de l'homme
    (C) le suffrage universel
    (D) la théocratie

4. L'enseignement de la géographie en France insiste sur

    (A) les ressemblances remarquables entre les différentes régions de la France.
    (B) le fait que l'homme restera toujours le produit de son milieu physique
    (C) l'ingéniosité de l'homme à adapter son milieu à ses besoins
    (D) les divisions de l'Europe au cours de l'histoire

5. L'influence de la civilisation romaine sur la civilisation française est évidente dans tous les exemples suivants EXCEPTÉ

    (A) les tableaux historiques de David
    (B) le sens juridique des français
    (C) le rêve Napoléonien de domination universelle
    (D) la réputation de légèreté des Français

6. Tous les pays faisaient partie de l'Indochine française EXCEPTE

   (A) le Laos
   (B) le Vietnam
   (C) la Birmanie
   (D) le Cambodge

7. La province de Québec est

   (A) la seule province canadienne où se trouvent des Canadiens de langue française
   (B) la province la moins industrialisée du Canada
   (C) la plus vaste des provinces du Canada
   (D) le siège de la capitale fédérale du Canada

8. Laquelle des déclarations suivantes est FAUSSE

   (A) la France est une nation très industrialisée
   (B) la France est une puissance nucléaire
   (C) la France n'a plus de possessions sur le nouveau continent
   (D) la France fait partie du Marché Commun

9. La politique française est généralement caractérisée par

   (A) un esprit d'équipe solide
   (B) une coalition de partis durable
   (C) un respect absolu de l'autorité
   (D) des politiciens intellectuels qui manquent d'esprit de coopération

10. Aux lycées en France, la discipline est

    (A) sévèrement contrôlée
    (B) un soin laissé aux professeurs de classe
    (C) stricte ou laxe selon l'établissement
    (D) la responsabilité des élèves

11. Le Sénégal et la Côte d'Ivoire

    (A) sont des pays ethnologiquement unifiés
    (B) ont fait de grand progrès vers l'industrialisation grâce à l'aide française
    (C) ont systématiquement fait disparaître tout vestige de la colonisation française à l'intérieur de leurs limites
    (D) sont les seules ex-colonies françaises à avoir convervé des relations diplomatiques avec la France

12. Marc, jeune homme de la moyenne bourgeoisie, courtise Chantal, jeune fille de famille aristocratique. Les parents de Chantal ne cachent pas leur désapprobation à l'idée d'une mésalliance. Marc fait tout ce qu'il peut pour mettre sa propre famille en valeur. Peu à peu, les parents de Chantal reviennent sur leur impression première, surtout lorsqu'ils apprennent que Marc

(A) est protestant, d'une famille de riches commerçants et fils unique.
(B) est catholique, petit-fils de polytechnicien et qu'il se prépare une belle carrière pour l'avenir
(C) a fait des études supérieures aux Etats-Unis
(D) a des relations utiles et se montre enthousiaste pour toutes les nouveautés

13. Laquelle des déclarations suivantes est correcte?

(A) l'Algérie était française jusqu'en 1965
(B) les pieds noirs algériens ont été les plus grands adversaires de l'Algérie française
(C) les O.A.S. ont soutenu la résistance des indigènes algériens contre la France
(D) avant de devenir indépendante, l'Algérie était sous la responsabilité du Ministère des Affaires Intérieures à Paris

14. Le retard de la France dans le domaine scientifique avant la deuxième guerre mondiale a été causé par le manque

(A) de collaboration avec l'Allemagne et avec les Etats Unis
(B) de curiosité scientifique caractérisant les Français en général
(C) de bons cerveaux scientifiques nés en France
(D) de moyens suffisants pour financer les recherches

15. Laquelle des régions africaines suivantes a subi le plus l'influence française

(A) l'Afrique de sud
(B) l'Afrique du nord-est
(C) l'Afrique du nord-ouest
(D) l'Afrique de l'est

16. Lorsque l'on dit que la France est un pays catholique, cela veut dire, au vingtième siècle, que

(A) presque tous les catholiques français vont régulièrement à la messe
(B) les Français sont fidèles, par esprit de tradition, à certaines cérémonies catholiques
(C) le catholicisme est la seule religion reconnue officiellement par l'Etat
(D) le nombre de catholiques pratiquants n'a jamais été aussi élévé qu'aujourd'hui

17. Le Français accorde généralement le plus d'importance

(A) au gouvernement
(B) à l'Eglise
(C) à la famille
(D) au Marché Commun

18. Toutes les langues suivantes sont parlées en France EXCEPTÉ le

(A) breton
(B) basque
(C) provençal
(D) galicien

19. Quand les Américains critiquent le manque d'hygiène en France, ils ont tort en ce qui concerne

(A) l'étalage des aliments aux marchés
(B) les soins médicaux scolaires
(C) les installations sanitaires dans les maisons
(D) le nombre de bains que prend le Français moyen

20. A la différence du système d'éducation américain, le système d'éducation français

(A) essaie de développer l'esprit de communauté de l'enfant
(B) s'attache au développement individuel en donnant la primauté à l'esprit de compétition
(C) cherche à aider chaque enfant à développer au maximum ses propres aptitudes
(D) se préoccupe d'abord du développement physique et émotif de l'enfant plutôt que de ses progrès intellectuels

21. La raison principale pour laquelle les soupes déshydratées ne se vendent pas aussi bien en France qu'aux Etats-Unis, c'est

(A) que la plupart des Français trouvent que le goût en est inférieur
(B) qu'elles coûtent trop cher en France
(C) que les Françaises ne les trouvent pas très pratiques
(D) que la soupe faite à la maison a une importance symbolique

22. Au lycée français , pour passer d'une classe dans la classe supérieure, l'élève doit obtenir combien sur vingt?

(A) Dix
(B) Douze
(C) Quatorze
(D) Quinze

23. La Révolution française de 1789 est responsable de tous les actes suivants EXCEPTE

(A) la confiscation des biens de l'Eglise
(B) l'obligation, pour le clergé, de prêter un serment de loyauté envers la constitution civile
(C) la nomination du clergé par l'Etat
(D) la proclamation de l' athéisme comme religion d'Etat officielle

24. Quel était le but principal du mouvement de la Négritude?

(A) De mener les Africains à la révolte
(B) de faire connaître au monde la culture noire
(C) D'enregistrer les trésors folkloriques de l'Afrique noire
(D) De rapprocher les cultures noires de l'Amérique et de l'Afrique

25. Pour occuper ses vacances la famille française fait le plus souvent:

(A) un voyage aux Etats-Unis ou au Canada
(B) un séjour dans un hôtel sur la Côte d'Azur
(C) du camping dans une région touristique
(D) le tour des boîtes de nuit de Paris

26. Les Français pensent souvent que la langue française parlée au Canada est

(A) cultivée
(B) inférieure
(C) évoluée
(D) normale

27. A l'école française, la révolte des élèves contre la sévérité du professeur et de la discipline revêt la forme

A) d'une liberté anarchique
B) d'un chahut
C) d'une grève
D) d'une tricherie

28. Les automobiles Renault sont fabriquées par une entreprise

A) franco-américaine
B) du gouvernement français
C) anglo-américaine
D) française privée

29. Pour les parents français , l'enfant est considéré comme

A) une personne à qui l'on doit laisser l'initiative
B) un être humain qui a des droits
C) un individu dont il faut respecter la personnalité
D) un être primitif qu'il faut former

30. A la suite de la grève des ouvriers et des étudiants en 1968

A) les candidats socialistes et communistes ont souffert de sérieuses défaites aux élections générales
B) le gouvernement français a accordé tout ce que reclamaient les ouvriers grévistes
C) l'économie française a été marquée par un accroissement de production et de prospérité
D) les universités ont été affranchies du contrôle gouvernemental

31. Laquelle des philosophies suivantes est personnifiée par Pangloss dans Candide de Voltaire?

A) "Ecrasons l'Infâme"
B) "Tout est pour le mieux dans le meilleur des mondes"
C) "Il faut cultiver notre jardin"
D) "L'homme est naturellement bon; la société le corrompt"

The following 9 questions are accompanied by a passage. Read the passage then blacken the space which corresponds to the best completion to the statement following the passage.

32. "Mourrai-je donc comme un chien? Voilà ma récompense, l'abandon. Ce sont des infâmes, des scélérates, je les abomine, je les maudis; je me relèverai, la nuit, de mon cercueil pour les remaudire, car, enfin, mes amis, ai-je tort? elles se conduisent bien mal, hein?"

Dans ce passage, Goriot se plaint

A) des infidélités des amies de sa jeunesse
B) de l'indifférence de la société
C) de l'ingratitude de ses filles
D) de la cruauté de ses amis

33. "L'homme n'est qu'un roseau, le plus faible de la nature; mais c'est un roseau pensant. Il ne faut pas que l'univers entier s'arme pour l'écraser: une vapeur, une goutte d'eau suffit pour le tuer. Mais, quand l'univers l'écraserait, l'homme serait encore plus noble que ce qui le tue, puisqu'il sait qu'il meurt, et l'avantage que l'univers a sur lui, l'univers n'en sait rien."

Ce passage est extrait

A) des "Fleurs du Mal" de Baudelaire
B) des "Lettres" de Madame de Sévigné
C) des "Pensées" de Pascal
D) de Candide de Voltaire

34. "Ne pense pas qu'au moment que je t'aime
Innocente à mes yeux, je m'approuve moi-même,
Ni que du fol amour qui trouble ma raison
Ma lâche complaisance ait nourri le poison.
Objet infortuné des vengeances célestes,
Je m'abhorre encore plus que tu ne me détestes.
Les Dieux m'en sont témoins, ces Dieux qui dans mon flanc
Ont allumé le feu fatal à tout mon sang;
Ces Dieux qui se sont fait une gloire cruelle
De séduire le coeur d'une faible mortelle."

Dans ce passage, l'héroïne nie l'existence

A) du véritable amour
B) des dieux
C) de la liberté
D) de la raison

35. "Les abeilles pillotent deça delà les fleurs, mais elles en font après le miel, qui est tout leur: ce n'est plus thym ni marjolaine: ainsi les pièces empruntées d'autrui, l'enfant les transformera et confondra pour en faire un ouvrage tout sien, à savoir son jugement: son institution, son travail et étude ne vise qu'à le former.
...A cette cause le commerce des hommes y est merveilleusement propre, et la visite des étrangers;...pour en rapporter principalement les humeurs de ces nations et leurs façons et pour frotter et limer notre cervelle contre celle d'autrui."

Ce passage est extrait

A) des "Essais" de Montaigne
B) de "Emile" de Rousseau
C) de "l'Education des Filles" de Fénelon
D) de "Gargantua" de Rabelais

36. "Le hasard. Alors ces meubles sont là par hasard. C'est par hasard si le canapé de droite est vert épinard et si le canapé de gauche est bordeaux. Un hasard, n'est-ce pas? Eh bien, essayez donc de les changer de place et vous m'en direz des nouvelles. Et le bronze, c'est un hasard aussi? Et cette chaleur? Et cette chaleur? (Un silence) Je vous dis qu'ils ont tout réglé. Jusque dans les moindres détails, avec amour. Cette chambre nous attendait."

Dans ce passage, le personnage est préoccupé par

A) une étude scientifique des lois du hasard
B) les relations entre l'ordre extérieur et la stabilité intérieure
C) les effets esthétiques résultant de l'arrangement des couleurs
D) le déterminisme évident dans la situation de l'homme

37. "Le comte Roland est couché sous un pin. Vers l'Espagne il a tourné son visage. De maintes choses il lui vient souvenance: de tant de terres qu'il a conquises, le vaillant, de douce France, des hommes de son lignage, de Charlemagne, son seigneur, qui l'a nourri. Il en pleure et soupire, il ne peut s'en empêcher. Mais il ne veut pas se mettre lui-même en oubli; il bat sa coulpe et implore la merci de Dieu: "Vrai Père, qui jamais ne mentis, toi qui rappelas Saint-Lazare d'entre les morts, toi qui sauvas Daniel des lions, sauve mon âme de tous les périls, pour les péchés que j'ai faits dans ma vie."

Les traits de caractère suivants sont tous caractéristiques de Roland excepté

A) la foi en Dieu
B) l'ambition intéressée
C) le courage dans le combat
D) l'esprit patriotique

38. "...Maintenant que du deuil qui m'a fait l'âme obscure,
Je sors pâle et vainqueur,
Et que je sens la paix de la grande nature
Qui m'entre dans le coeur,
Maintenant que je puis, assis au bord des ondes,
Emu par ce superbe et tranquille horizon,
Examiner en moi les vérités profondes
Et regarder les fleurs qui sont dans le gazon
...Voyant ma petitesse et voyant vos miracles
Je reprends ma raison devant l'immensité
Et je viens à vous Seigneur Père auquel il faut croire.
Je vous porte apaisé
Les morceaux de ce coeur tout plein de votre gloire
Que vous avez brisé."

Ce poème est romantique par toutes les caractéristiques suivantes excepté:

A) la communion du poète avec la nature
B) l'expression des sentiments du poète
C) un lyrisme intensément personnel
D) le refus du monde surnaturel

39. "Je suis pêcheur, je le sais bien;
Pourtant ne veut pas Dieu ma mort,
Mais convertisse et vive en bien,
Et tout autre que pêché mort.
Combien qu'en pêché je sois mort
Dieu vit, et sa miséricorde
Si conscience me remort
Par sa grâce pardon m'accorde."

L'attitude de Villon en face de la mort est celle d'un

A) rêveur indifférent
B) révolté contre Dieu
C) homme plein de rancune envers les hommes
D) repentant sincère

40. "Quand le pauvre soldat avec son vieux drapeau
Essaya de franchir les portes de Versailles,
Les lâches courtisans à cet hôte nouveau,
Qui parlait de "nos gens", de gloires, de batailles,
D'enfants abandonnés, de nobles sentiments
Que notre coeur bénit et que le ciel protège,
Demandaient, en riant de ses tristes accents,
Ce qu'importaient au roi 'quelques arpents de neige'."

Le poète canadien, en évoquant le passé historique de son pays, révèle ici des sentiments

A) d'amertume envers la France
B) de mépris pour le Canada
C) de dédain pour la guerre
D) d'admiration pour la cour de Versailles

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-II

(English Version)

Time - 30 minutes

YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET. No credit will be given for anything written in this test booklet. After you have decided which of the suggested answers you want to give for a question, completely fill the area between the pair of lines of the corresponding space on the answer sheet.

Example

0. Chicago is a

    A) state
    B) mountain
    C) country
    D) city

	a	b	c	d
0.	═	═	═	▬

Give only one answer to each question; no credit will be given for multiple answers. If you wish to change an answer, erase your first mark completely and mark your new choice.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one which is best in each case and then blacken the corresponding space on the answer sheet.

1. July 14th is celebrated in France as a national holiday because it marks the day in 1789 when

   A) the Estates General convened at Paris
   B) the Bastille was stormed
   C) Louis XVI was executed
   D) the Committee of Public Safety was established

2. Modern French comes from the language spoken by the

   A) Roman colonies
   B) Moorish invaders
   C) old Celtic communities
   D) wandering Gothic tribes

3. Until the 18th century the French social system was based on

   A) the feudal system
   B) the rights of men
   C) universal suffrage
   D) theocracy

4. In France, the teaching of geography emphasizes

   A) noticeable similarities between the various regions of France
   B) the fact that man will always remain the product of his physical environment
   C) the ingenuity man shows in adapting his milieu to his needs
   D) the divisions of Europe throughout its history

5. The influence of Roman civilization on French civilization is obvious in all the following examples EXCEPT

   A) David's historical paintings
   B) Frenchmen's legal mind
   C) the Napoleonic dream of universal domination
   D) the lack of seriousness the French people are known to show

6. All of the following countries were part of French Indo-China EXCEPT

   A) Laos
   B) Vietnam
   C) Burma
   D) Cambodia

7. The province of Quebec is the

   A) only Canadian province in which there are native French speakers
   B) least industrialized province of Canada
   C) largest Canadian province by area
   D) seat of the Canadian national capital

8. Which of the following statements about France is FALSE

   A) France is a heavily industrialized nation
   B) France is a nuclear power
   C) France has no remaining possessions in the New World
   D) France is a member of the Common Market

9. French politics is generally characterized by

   A) a spirit of team solidarity
   B) a durable coalition of parties
   C) an absolute respect for authority
   D) intellectual politicians who lack a sense of cooperation

10. In French public high schools, discipline is

   A) severely controlled
   B) left to the care of each teacher
   C) strict or loose according to each institution
   D) the responsibility of the students

11. Senegal and the Ivory Coast

   A) are the only ethnically unified nations in Africa
   B) have made great strides towards industrialization with French help
   C) have systematically eliminated all French holdings in their countries
   D) are the only former French colonies to retain diplomatic relations with France

12. Marc, a young man from the middle class, dates Chantal, a young girl from the aristocratic class. Chantal's parents show their disapproval at the idea of a bad alliance. Marc does all he can to show the best side of his own family. Little by little Chantal's parents change their opinion about the situation especially when they hear that Marc

    A) is protestant, comes from a family of wealthy shopkeepers and is the only child
    B) is Catholic, a grandson of a polytechnician and that he is going to have a good career in the future
    C) has done his graduate studies in the United States
    D) has useful connections and that he shows enthusiasm for all novelties

13. Which one of the following statements is correct?

    A) Algeria was a French colony until 1965
    B) The Algerian pieds noirs were French Algeria's greatest adversaries
    C) the O.A.S. supported the resistance of the Arab population against France
    D) Before becoming independent, Algeria was under the administration of the Ministry of Internal Affairs in Paris

14. France's delay in the field of science before World War II was caused by the lack of

    A) collaboration with Germany and the United States
    B) scientific curiosity as a characteristic of French people in general
    C) good scientists born in France
    D) sufficient means to finance research

15. Which of the following regions of Africa has been the most influenced by France?

    A) South Africa
    B) North-east Africa
    C) North-west Africa
    D) East Africa

16. When one says that France is a Catholic country, in the 20th century, it means that

    A) almost all French Catholics regularly attend mass
    B) French people are faithful to certain Catholic ceremonies out of respect for traditions
    C) Catholicism is the only religion officially recognized by the state
    D) the number of practicing Catholics has never been as high as today

17. Which of the following would most likely be considered most important by a Frenchman?

    A) the government
    B) the Church
    C) the family
    D) the Common Market

18. All of the following languages are spoken in France EXCEPT

    A) Breton
    B) Basque
    C) Provençal
    D) Galician

19. When Americans criticize the lack of hygiene in France, they are mistaken about

    A) the display of food in the markets
    B) the medical care in schools
    C) the sanitary equipment in the houses
    D) the number of baths a French person takes

20. Unlike the American educational system, the French educational systems

    A) tries to develop a sense of community spirit in the child
    B) is keyed to the development of the individual through competition
    C) seeks to help each child develop his abilities to their maximum potential
    D) is more concerned with the physical and emotional development of the child than with his intellectual progress

21. The main reason why powdered soup does not sell as well in France as in the United States, is because

    A) most French people think it does not taste good
    B) it is too expensive in France
    C) French women do not find it practical
    D) home made soup has a symbolic importance

22. In a French high school what score (out of twenty) must the student obtain in order to pass from one class to a higher class?

    A) ten
    B) twelve
    C) fourteen
    D) fifteen

23. All of the following acts were true of the French Revolution EXCEPT

A) confiscation of Church property
B) imposition on the clergy of an oath of loyalty to the Civil Constitution
C) state appointment of the clergy
D) proclamation of atheism as the official state creed

24. What was the principal aim of the movement "Negritude"?

A) to lead Africans to revolt
B) to make black culture known to the world
C) to list the folk treasures of black Africa
D) to show the connection between the black cultures of America and Africa

25. Which of the following is the most likely way a French family will spend their vacation

A) a trip to the United States or Canada
B) at a hotel on the Riviera
C) a trip to a camping and recreation sight
D) staying in Paris and night-clubbing it

26. The French often consider the French spoken in Canada to be

A) cultured
B) inferior
C) progressive
D) standard

27. In French schools, student revolts against strict teachers and discipline take the form of

A) anarchical freedom
B) an organized and noisy disturbance
C) a strike
D) cheating

28. The Renault is produced by a

A) Franco-American enterprise
B) French government enterprise
C) Anglo-American enterprise
D) private French enterprise

29. French parents consider their children as

A) persons who must be left to their own initiative
B) human beings who have rights
C) individuals whose personality must be respected
D) primitive beings who have to be educated

30. After the student-worker strike in 1968

A) socialist and communist candidates lost heavily in the general elections

B) the French government granted all the demands made by striking workers

C) the French economy entered a new phase of increased production and prosperity
D) universities were granted autonomy from government control

31. Which of the following philosophies is personified by Pangloss in Voltaire's Candide?

A) "Ecrasons l'Infame"
B) "Tout est pour le mieux dans le meilleur des mondes"
C) "Il faut cultiver notre jardin"
D) "L'homme est naturellement bon; la société le corrompt"

Directions: The following 9 questins are accompanied by a passage. Read the passage then blacken the space which corresponds to the best completion to the statement following the passage.

32. "Mourrai-je donc comme un chien? Voilà ma récompense, l'abandon. Ce sont des infâmes, des scélérates; je les abomine, je les maudis; je me relévarai, la nuit, de mon cercueil pour les remaudire, car, enfin, mes amis ai-je tort? elles se conduisent bien mal, hein?"

In this passage, Goriot complains about the

A) unfaithfulness of his boyhood loves
B) indifference of society
C) ingratitude of his daughters
D) cruelty of his friends

33. "L'homme n'est qu'un roseau, le plus faible de la nature; mais c'est un roseau pensant. Il ne faut pas que l'univers entier s'arme pour l'écraser: une vapeur, une goutte d'eau suffit pour le tuer. Mais, quand l'universe l'écraserait, l'homme serait encore plus noble que ce qui le tue, puisqu'il sait qu'il meurt, et l'avantage que l'univers a sur lui, l'univers n'en sait rien."

This passage is from

A) Baudelaire's "les Fleurs de Mal"
B) Madame de Sévigné's "Letters"
C) Pascal's "Pensées"
D) Voltaire's Candide

34. "Ne pense pas qu'au moment que je t'aime,
Innocente à mes yeux, je m'approuve moi-même,
Ni que du fol amour qui trouble ma raison
Ma lâche complaisance ait nourri le poison.
Objet infortuni des vengeances célestes,
Je m'abhorre encore plus que tu ne me délestes
Les Dieux m'en sont témoins, ces Dieux qui dans mon flanc
Ont allumé le feu fatal à tout mon sang;
Ces Dieux qui se sont fait une gloire cruelle
De séduire le coeur d'une faible mortelle."

In this passage, the heroine denies the existence of

A) true love
B) gods
C) freedom
D) reason

35. "Les abeilles pillotent deçà delà les fleurs, mais elles en font après le miel, qui est tout leur; ce n'est plus thym ne marjolaine: ainsi les pièces empruntées d'autrui, l'enfant les transformera et confondra pour en faire un ouvrage tout sien, à savoir son judgement: son institution, son travail et étude ne vise qu'à le former.
...A cette cause le commerce des hommes y est merveilleusement propre, et la visite des étrangers;...pour en rapporter principalement les humeurs de ces nations et leurs façons et pour frotter et limer notre cervelle contre celle d'autrui."

This excerpt is from

A) Montaigne's "Essais"
B) Rousseau's "Emile"
C) Fénelon's "l'Education des Filles"
D) Rabelais' "Gargantua"

36. "Le hasard. Alors ces meubles sont là par hasard. C'est par hasard si le canapé de droite est vert épinard et si le canapé de gauche est bordeaux. Un hasard, n'est-ce pas? Eh bien, essayez donc de les changer de place et vous m'en direz des nouvelles. Et le bronze, c'est un hasard aussi? Et cette chaleur? Et cette chaleur? (Un silence) Je vous dis qu'ils out réglé. Jusque dans les moindres détails, avec amour. Cette chambre nous attendait."

In this passage, the character is concerned with

A) a scientific study of the laws of chance
B) the connection between exterior order and inner stability.
C) the esthetic effects obtained from the arrangements or colors
D) the determinism evident in the human situation

37. "Le comte Roland est couché sous un pin. Vers l'Espagne il a tourné son visage. De maintes choses il lui vient souvenance: de tant de terres qu'il a conquises, le vaillant, de douce France, des hommes de son lignage, de Charlemagne, son seigneur, qui l'a nourri. Il en pleure et soupire, il ne peut s'en empêcher. Mais il ne veut pas se mettre lui-même en oubli; il bat sa coulpe et implore la merci de Dieu: "Vrai Père, qui jamais ne mentis, toi qui rappelas Saint Lazare d'entre les morts, toi qui sauvas Daniel des lions, sauve mon âme de tous les périls, pour les péchés que J'ai faits dans ma vie."

The following features are all characteristic of Roland EXCEPT:

A) faith in God
B) calculated ambition
C) courage in combat
D) patriotic spirit

38. "...Maintenant que du deuil qui m'a fait l'âme obscure,
Je sors pâle et vainquer,
Et que je sens la paix de la grande nature
Qui m'entre dans le coeur,
Maintenant que je puis, assis au bord des ondes,
Emu par ce superbe et tranquille horizon,
Examiner en moi les vérités profondes
Et regarder les fleurs qui sont dans le gazon
...Voyant ma petitesse et voyant vos miracles
Je reprends ma raison devant l'immensité
Et je viens à vous Seigneur Père auquel il faut croire.
Je vous porte apaisé
Les morceaux de ce coeur tout plein de votre gloire
Que vous avez brisé."

This poem is romantic because it has all of the following characteristics EXCEPT:

(A) the poet's communion with nature
(B) expression of the poet's feelings
(C) an intensely personal lyricism
(D) a denial of the supernatural world

39. "Je suis pécheur, je le sais bien;
Pourtant ne veut pas Dieu ma mort,
Mais convertisse et vive en bien,
Et tout autre que péché mort.
Combien qu'en   je sois mort
Dieu vit, et sa miséricorde,
Si conscience me remort
Par sa grâce pardon m'accorde."

Villon's attitude on death is the attitude of a

A) uncommitted dreamer
B) person in revolt against God
C) man bearing a grudge against mankind
D) sincere repentant

40. "Quand le pauvre soldat avec son vieux drapeau
Essaya de franchir les portes de Versailles,
Le lâches courtisans à cet hôte nouveau,
Qui parlait de "nos gens", de gloires, de batailles,
D'enfants abandonnés, de nobles sentiments
Que notre coeur bénit et que le ciel protège
Demandaient, en riant de ses tristes accents,
Ce qu'importaient au roi "quelques arpents de neige."

As he writes about the past history of his country, the poet here reveals feelings of

A) bitterness toward France
B) contempt for Canada
C) disdain for war
D) admiration for the court of Versailles

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

French Humanities Test B-II

(French and English Versions)

KEY

1: B
2. A
3. A
4. B
5. D
6. C
7. C
8. C
9. D
10. A
11. B
12. B
13. D
14. D
15. C
16. B
17. C
18. D
19. B
20. B

21. D
22. A
23. D
24 B
25. C
26. B
27. B
28. B
29. D
30. A
31. B
32. C
33. C
34. C
35. A
36. D
37. B
38 D
39. D
40. A

Exhibit IV-AST Course Reaction Sheet

Your name: Date:

Brief description of
your work in schools
(Job title and functions):

Name of AST course unit:

How long did the unit take to complete?

Were there any mechanical problems? (e.g., poor bindings, faint printing, boring layout, missing material, etc.)

Indicate any unclear instructions (state the page and the gist of the instructions). How did they mislead you?

Did this unit add to your skills? _____YES _____ NO
What skills or other benefits have you gained?

What were the two best features of the unit you completed?

What was the worst feature of this unit?

Other reactions:

Thank you for this information. It will help us revise the curriculum.

ASSOCIATED STAFF TRAINING, rm. 550, City Center Bldg, Ann Arbor,
Michigan 48108 313-761-9290